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ABSTRACT

The booklet describes a program designed to improve the play skills of seriously disturbed, multiply handicapped children (5 to 13 years old) through gross motor skill development. A six step process is described for the adaptive physical education program: assessment, development of interdisciplinary goals, interventions, development of goals for specific disciplines, program implementation by each discipline, and reassessment of progress. The bulk of the document consists of assessment and curriculum materials. Entries for assessment list the skill, its description, equipment/materials, and procedures. Activity descriptions focus on skill, materials, and procedures. Lessons are said to include skills from each of four areas: balance, body awareness and perceptual motor skills; locomotor and body projection; ball skills; and play skills and game concepts. Appended material includes a case study of a 7 year old nonverbal child and sample gross motor assessment forms. (CL)

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The Adaptive Physical Education Program

Its Design and Curriculum

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EC151654

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The use of masculine gender or any titles that connote masculine gender in this material is merely for convenient reference to people of both sexes and should not be construed as implying sex limitations.

Bloomington, Indiana 1978

This book is dedicated to Cathy and

to all youngsters who want the

CHANCE

to learn how to play.

001 4

ACKNOWLEDGEMENTS

I wish to extend my appreciation to the D.T.C. interdisciplinary staff, especially Nancy Dalrymple and Chris Rans, for helping me develop an appropriate teaching model for severely handicapped youngsters. Special thanks is extended to Dr. Patricia Williams for her support and assistance in the development of this booklet.

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Finally, special thanks is extended to Dennis Gay for his assistance with the design and production of the booklet.

FOREWARD

The Teacher's Exchange is conceived of as a forum for dissemination of effective instructional strategies in the education of handicapped children. Project Educate (USOE/BEH Contract) has been designed to provide model programming for seriously emotionally disturbed children.

The third booklet in the series, Adaptive Physical Education for the Severely Handicapped presents a program designed to improve the play skills of seriously disturbed, multiply handicapped children through gross motor skill development. It includes assessment techniques and prescriptive curriculum approaches presently in operation at the Developmental Training Center under the auspices of Project Educate.

Further information may be obtained by contacting the Indiana University Developmental Training Center in Bloomington, Indiana 47401.

Patricia W. Williams, Ed. D.
Director of Children's Services
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Introduction

There is an ever increasing awareness of the value of active sports, games and recreation activities in our society. Americans want to feel and look good, and at the same time, participate in leisure activities they enjoy. Jogging, swimming, bowling, cycling, basketball, tennis, and golf are just a few of the active sports adults and children enjoy during their leisure.

Adults first learn the basic skill movements which are inherent within the active sports and games when they are children. These fundamental gross motor skills, such as walking, running, hopping, skipping, throwing, kicking, and catching a ball are practiced during play periods usually with other children or with adults. When children experience success using fundamental gross motor skills, they are more likely to continue to participate in active sports as teenagers and to develop an interest in some of the life time sports activities previously mentioned.

Many handicapped individuals can enjoy active participation in life time sports activities if they have had the opportunity to learn fundamental gross motor skills. Too often, handicapped children are not given the chance to participate in childhood games and activities where most children begin to develop fundamental gross motor skills. They also miss the opportunity to interact with peers and develop the necessary social skills to fit in with the mainstream of society.

Adaptive physical education programs can play a very important role in the lives of most handicapped children. A good program can provide the necessary instruction in fundamental gross motor skills so that handicapped children can learn to play the games other children play. It can also encourage peer interaction and help handicapped children develop the social skills needed to play with their peers. Finally, a good adaptive physical education program will begin to teach children leisure sports skills, that is, activities children can carry over to adulthood and use to constructively occupy their free time.

The D.T.C. Adaptive Physical Education Program

At the Developmental Training Center, (D.T.C.), the adaptive physical education program is an important part of the interdisciplinary program provided for all the children. The children attend physical education classes for one-half hour, three times a week. The classes are small so that the program can be individualized. The overall goals of the adaptive physical education program are:

1. To improve the child's fundamental gross motor skills.
2. To improve the child's understanding of the rules and game concepts needed to participate in simple games and elementary sports activities.
3. To improve the child's interactional skills with adults and peers.
4. To improve the child's social skills needed to play with peers in simple games and elementary sports activities.
5. To increase the child's repetoire of active games and sports activities which can be used to interact with peers during free play periods.

Before discussing the D.T.C. adaptive physical education program any further, it is necessary to describe the characteristics and needs of the children served at the Center so that you may understand the program design.

Characteristics and Needs of the Children at the D.T.C.

All of the children attending the D.T.C. are developmentally delayed socially, emotionally, academically, and physically. They range in age from 5-13 years. The nature of their handicaps vary. Some are diagnosed as emotionally disturbed, some mentally retarded, others are hyperactive and some demonstrate learning disabilities, especially visual perceptual-motor problems. Many of the children are multiply handicapped in that they possess several of the above named characteristics.

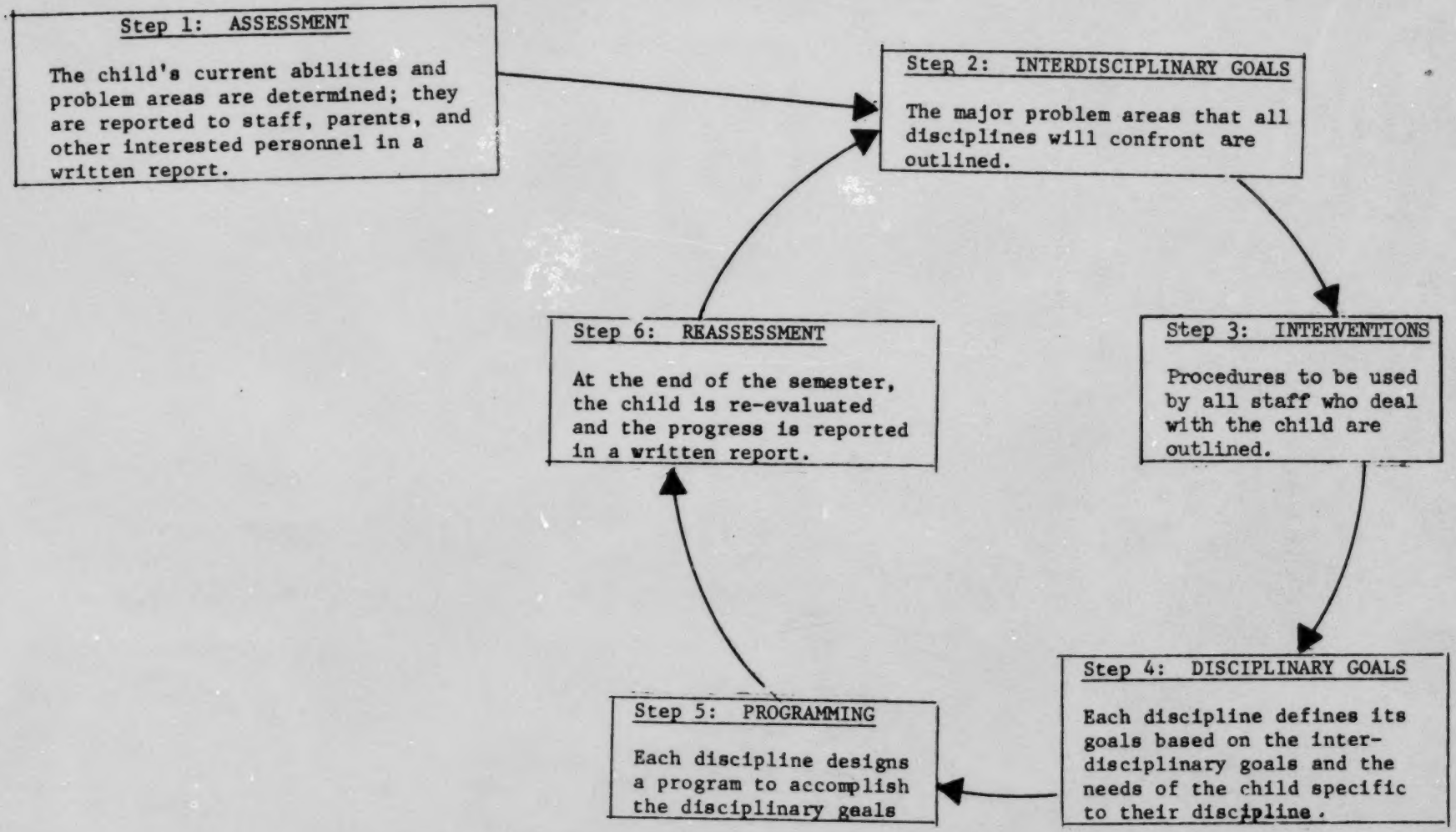
Despite the diverse characteristics of the children, they usually demonstrate similar problems and needs in regard to their ability to learn. All of the children demonstrate poor fundamental gross motor skills and balance as compared to normal peers for their respective age group. They often have poor self concepts and lack confidence in their ability to perform. They need a great deal of encouragement, lots of attention, and praise for good efforts and performances. Above all, they need to experience success. Structure, routine, and consistency on the part of the adult is vital for all of the children. The adult needs to create a secure environment in which the children can learn by following a consistent routine and maintaining consistent levels of expectations regarding behavior. Most of the children also possess short attention spans. Each lesson needs to be paced so that several different activities are performed during the half hour lesson.

Because of the various learning problems each of the children display, they need lots of practice over an extended period of time to learn and retain each of the gross motor skills taught. Also each of the motor skills must be broken down into several parts so that the children can gain success as they learn one part of the skill at a time.

Finally, all of the children need opportunities to learn how to interact appropriately with peers and, in some cases, adults. Depending on each child's ability level, lessons are designed to work on some of the social skills each child needs to learn. Opportunity for group play through low organized or simple games and free play are provided.

Program Procedures

During each semester, the interdisciplinary staff at the D.T.C. follow a set procedure to ensure that the needs of each of the children are met. On the following page is a diagram illustrating the procedure.


Step 1: ASSESSMENT
The child's current abilities and problem areas are determined; they are reported to staff, parents, and other interested personnel in a written report.
Step 2: INTERDISCIPLINARY GOALS
The major problem areas that all disciplines will confront are outlined.
Step 3: INTERVENTIONS
Procedures to be used by all staff who deal with the child are outlined.
Step 4: DISCIPLINARY GOALS
Each discipline defines its goals based on the inter-disciplinary goals and the needs of the child specific to their discipline.
Step 5: PROGRAMMING
Each discipline designs a program to accomplish the disciplinary goals
Step 6: REASSESSMENT
At the end of the semester, the child is re-evaluated and the progress is reported in a written report.

Although all of the six steps are vital in the interdisciplinary process at the Center, only those steps which are directly related to the assessment, programming and evaluation of the child's performance in the adaptive physical education program will be discussed in further detail.

To clarify the process described above, an example of a program developed for one child at the Center showing all of the steps previously described may be found in Appendix A.

Initial Skill Assessment (Step 1)

When the children are first enrolled at the D.T.C., they undergo an initial skill assessment. The informal assessment instruments used at the D.T.C. were developed over a two year period. They relate specifically to the gross motor needs of the children served at the Center. That is, the assessment instruments evaluate the fundamental gross motor skills in which most of the children demonstrate difficulties. Also, the skills evaluated are those most often needed to play the active games and sports in which children and adults engage.

There are three assessment instruments designed to meet the needs of the different types of children attending the D.T.C. (see Appendix B for examples). The skills listed in each of the instruments are those which are important for each child's physical education program. Level I is designed for young, low functioning children who need to learn the basic skills such as walking, climbing, and holding onto objects. Level II primarily evaluates 6-10 year olds who demonstrate limited exposure to fundamental gross motor skills such as jumping, galloping, catching and throwing a ball. Level III is for older children, usually 10-13 year olds, who need to learn basic sports concepts as well as fundamental gross motor skills.

Each of the assessment instruments list specific skills in concise phrases. Under each skill is a series of statements in checklist form which specifically cue into how the child performs the various parts of the skill. The list includes segments of the skill which often prove difficult or are performed incorrectly. Most of the cue phrases relating to the skill segments are stated positively as though the child were performing the mature pattern for that particular skill. However, there are also statements included which are common errors in performance even though they are immature patterns. In some instances the phrase defining the less mature pattern follows the phrase indicating the mature performance with a slash (/) (example: feet alternate/mark time (-)). The assessor need only circle the phrase indicating the observed action. To avoid confusion, all statements which are the less mature patterns have a (-) at the end of the phrase. A COMMENT column is provided to the right of the assessment statements so that the assessor can more clearly indicate the child's performance level when necessary. An example of a completed assessment may be found on page 105 of Appendix A.

Written Assessment Reports (Step 1)

Once the initial assessment is completed, a report is written condensing the information so that parents, other personnel following the child's case, and the rest of the D.T.C. staff may understand the child's strengths and weaknesses and what he needs to practice. The format used has three columns:

Skill	Performance (date)	Next Steps

Each of the skills is listed, the child's performance is described, and next steps or what the child needs to learn next is included. With this format, the report is concise and it clearly indicates what the child's physical education program will include during the semester. An example of a completed assessment report may be found on page 114 of Appendix A.

Re-Assessment and End of Semester Reports (Step 6)

At the end of the semester, each child's assessment instrument is updated. This is done by using the original assessment form and filling in the changes with a different color pencil or pen than used originally. (See example on page130 of Appendix A.) The report sent home to parents and to other personnel interested in the child is also updated. This time the format includes four columns:

Skill	Performance (Initial Assessment Date)	Performance (End of Semester Date)	Next Steps

By reading across the columns, a comparison may be made between the first and second assessment, and the child's progress may be noted. Again next steps are listed to indicate what the child needs to work on next. If the child terminates his stay at the Center, the report helps

the school personnel to develop and continue the physical education program in the child's new school. An example of a final physical education report completed at the end of one semester may be found on Page 139 of Appendix A.

Programming (Step 6)

Once the initial assessment is completed and disciplinary program goals are defined, an individualized program is developed to work on the skills each child needs to learn. In order to provide a balanced program so that the children learn to perform a variety of the fundamental gross motor skills and play skills, each lesson is organized so that it includes skills from each of the following four areas:

1. Balance, Body Awareness, Perceptual-Motor
   This area includes activities dealing with stationary balance, moving balance, body movement through designated spaces or in designated ways, and climbing stairs, ladders, and other obstacles.

2. Locomotor and Body Projection
   This area includes skills such as walking, running, jumping, hopping, galloping, and skipping.

3. Ball Skills
   This area includes any skills using a ball, such as throwing, catching, kicking, and batting.

4. Play Skills and Game Concepts
   This area includes interaction skills with adults and peers, simple games, and, for the older children, sports rules and concepts.

An example of a daily lesson plan may be found on page 127 of Appendix A.

All of the children served at the D.T.C. demonstrate deficiencies in each of the above named categories. By including one to four activities from each of the areas, the lesson remains interesting and challenging for the children.

Conducting each lesson so that there are at least six different activities that emphasize different skills has some definite advantages over practicing only 2 or 3 activities. First of all, the amount of time spent on any one activity is short, usually 2-5 minutes. In this way, the adult changes activities before the children lose interest or become frustrated. Secondly, the same lesson can be used for several days so that the children learn the lesson routine and the task expectations. Once they understand and feel comfortable with the lesson, the children are usually willing to comply, they experience success, and receive a lot of positive feedback. As each child's performance improves, the task expectations are gradually increased. When the children see the improvement they are making in their skill performance, they develop confidence in their ability to perform and are willing to persevere at a difficult task even though they are not immediately successful.

A third advantage of performing many skills for short time intervals over an extended time period is that the children have a better chance of retaining the skills. Once the children learn how to perform a skill pattern correctly, they need continued practice before the movement becomes a habit.

To illustrate the points made, an example may be helpful. Let's say that a young boy does not step forward onto the opposite foot when throwing. This concept can be taught when practicing overhand throwing, underhand throwing, and rolling. The child does not become bored even

though the same concept is being emphasized because the activities are each different. When the child begins to master the "step-throw" concept, the difficulty of the task may be increased by increasing the distance he must throw or roll the ball. Skills previously learned may be added to the skill. If the child can field ground balls, he can practice playing short stop and throwing a runner out at first base. Thus, a skill progression develops starting with correcting a basic error in the performance of the skill and continuing to increase the difficulty of the activity until the child is able to perform the skill in a game-like situation.

At the end of each lesson, each child's performance is recorded in the evaluation section of the lesson plan. Thus, a daily record is maintained of the children's skill progress. This helps the instructor keep track of the speed at which each child learns, any regression in performance that may occur and each child's behavior patterns. The information is helpful when staff discuss each child's progress and when the end of semester report is written. An example of a completed daily lesson plan may be found on page 129 of Appendix A.

Assessment and Curriculum Materials

To develop a physical education program which meets the needs of each child, three factors are vital:

1. The teacher must recognize what the child is doing incorrectly when performing each skill.
2. The teacher must know what the correct performance looks like.
3. The teacher must design a program which will encourage the child to perform the skill correctly.

This means the teacher must have a specific skill objective he feels the child can obtain. He must be able to assess where the child is in relation to accomplishing the objective, and be able to develop a teaching program to get the child to accomplish the skill objective.

At the D.T.C. a packet of materials has been developed to assist a teacher in the steps described above. For each skill included in the packet, there is an assessment page and a corresponding teaching progression of activities. On the assessment page, a brief skill description appears followed by a specific behavioral objective. The equipment/materials needed to complete the assessment and suggested procedures to assess the child are also included.

Although the normal procedure when conducting an assessment is to avoid providing assistance, it is felt that this is inappropriate for most handicapped children. It is important to make sure that the child understands what he is expected to do if you are to determine what his best performance looks like. Anytime we conduct a skill assessment of a child, we always:

1. demonstrate and verbally explain the task using simple, concise sentences.

If the child does not respond, we:

2. assist the child to perform the task one time, then allow him to perform independently when appropriate.
3. give verbal encouragement throughout the assessment.
4. ask the child to perform the task about three times to determine consistency of performance.

If the child is unable to perform the skill as described by the behavioral objective, a series of activities, listed in a progression from simple to more complex , accompanies each skill assessment level.

The activities start at a level which is much simpler than the assessment level. Therefore, if the child is unable to attempt the skill as described in the assessment instrument, he may be able to perform the simplist activity.

Once the teacher has a clear picture of what errors the child performs in the skill, he can scan through the progression of activities and find the ones appropriate for the child. Although the activities are listed from simplist to hardest, not all of the activities will be appropriate for every child. Also the degree of difficulty moving from one activity to the next may be too great for some of the children. Therefore, modifications may be needed.

The materials in this packet were designed to meet the programming needs of the children served at the D.T.C. It is presented here as an example of how to design an appropriate curriculum in physical education. It is hoped that this example will act as stimulus material to assist you in developing your own adaptive physical education program.

THE D.T.C.

ASSESSMENT AND CURRICULUM

MATERIALS

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ASSESSMENT

SKILL: walks forward on a 3 inch line

DESCRIPTION: The individual will walk forward on a 3 inch line a distance of 10 feet placing each foot on the line and maintaining his balance on two out of three attempts.

EQUIPMENT/ MATERIALS: 3 inch line, 10 feet long

PROCEDURES:

1. Explain and demonstrate the task to the individual. Walk on the three inch line placing your foot on top of the line with the toes pointing straight ahead. Walk slowly but evenly to the end of the line.
2. If the individual does not understand the task, walk behind the individual and physically assist the individual to place his foot on the line each time (only once through).
3. Allow the individual to perform independently.
4. Give verbal encouragement.
5. The width of the line may be increased to match the capabilities of the individual.

ACTIVITIES

SKILL: Walks forward on a 3-inch line

ACTIVITY 1: Walking on 6-inch line

MATERIALS: Brightly colored line, 6 inches wide and a minimum of 10 feet long marked on the floor with tape.

PROCEDURES:
1. Demonstrate and explain the task to the individual. Walk placing each foot on the line, toes straight ahead.
2. Assist the individual across the line by walking backwards in front of him and holding the individual's hands, if needed.
3. Gradually reduce the amount of assistance until the individual can perform the task alone.

ACTIVITY 2: Walking on a 4-inch line

MATERIALS: Brightly colored line, 4 inches wide and a minimum distance of 10 feet long marked on the floor with tape

PROCEDURES: When the individual is able to walk on the 6 inch line, decrease the size of the line to 4 inches. Repeat the same activity as above.

ACTIVITY 3: Walking on footprints

MATERIALS: Footprints made from construction paper, cardboard or indoor-outdoor carpet material; or ovals about the size of a footprint. (It helps to have one color for left foot and a different color for right foot.)

PROCEDURES:
1. Secure the footprints to the floor in a straight line with only an inch space between each one.
2. Demonstrate and explain the task to the individual. Walk stepping on each of the footprints.
3. Assist the individual by walking backwards in front of him holding the individual's hands if needed.
4. Gradually reduce the amount of assistance until the individual can perform the task alone.

ACTIVITY 4: Walking across a bridge (size of board may be any width).

MATERIALS: 2 X 6 or 2 X 4 board placed on the floor; or 4-6 inch wide balance beam.

PROCEDURES:
1. Demonstrate and explain the task to the individual. Walk placing each foot on the "bridge", toes straight ahead. Hold your arms out to the sides of your body about shoulder height.
2. Assist the individual across the "bridge" by walking backwards in front of him allowing the individual to grab hold of your hands if he needs them.
3. Encourage the individual to hold his arms out to the sides of the body to help maintain balance, if needed.
4. Gradually reduce the amount of assistance until he

can perform the task alone.
5. Gradually reduce the width of the board.
6. This activity may be varied by placing objects on the board the individual must step over, (i.e. bean bags, sticks, etc.)

ACTIVITY 5: Walking across the "tightrope"

MATERIALS: Brightly colored line, 3 inches wide and a minimum of 10 feet long marked on the floor with tape.

PROCEDURE:
1. Demonstrate and explain the task to the individual. Walk placing each foot on the line, toes straight ahead. Hold your arms out to the sides of your body about shoulder height.
2. Assist the individual across the "tightrope" by walking backwards in front of him allowing the individual to grab hold of your hands if he needs them.
3. Encourage the individual to hold his arms out to the sides of his body to help maintain his balance, if needed.
4. Gradually reduce the amount of assistance until the individual can perform the task alone.

ASSESSMENT

SKILL: walks sideward (step-close-step) within a four-foot path

DESCRIPTION: The individual will walk sideward using a step-close-step action a distance of ten feet maintaining his balance and keeping his feet within a four-foot path moving:
a. with the right side of the body leading, and
b. with the left side of the body leading.

EQUIPMENT/ MATERIALS: two lines 10 feet long, 4 feet apartment with start and finish lines (make two identical areas if desired).

PROCEDURES:
1. Explain and demonstrate the task to the individual.
2. Stand facing the individual with the individual facing you.
3. Walk sideward using a step-close-step action to the finish line.
4. Continue facing the same direction and perform the step-close-step action back to the starting line.
5. If the individual does not understand the task, stand facing him and hold his shoulders physically assisting him to move sideward (only once.)
6. Allow the individual to perform the skill independently. Give verbal encouragement.

ACTIVITIES

SKILL: Walks sideward (step-close-step) within a four-foot path.

ACTIVITY 1: Step-close-step

MATERIALS: None

PROCEDURE:
1. Stand facing the individual with the individual facing you.
2. Hold his hands or shoulders and move sideways using a step-close-step action.
3. If the individual does not perform the movement correctly, physically assist him by lifting and placing the foot which must be moved.
4. Reduce the amount of physical assistance and point to the foot which must be moved, then point to the spot where you want him to move it (i.e., "pick up this foot, put it here.")
5. Gradually reduce the amount of assistance until the individual can perform it alone.
6. Practice moving in both directions.

ACTIVITY 2: Step over the blocks.

MATERIALS: Paper rectangles about the size of the bottom of a shoe box, or tops of shoe boxes, placed about 1 to 1½ feet apart.

PROCEDURE:
1. Demonstrate and explain the task to the individual.
2. Stand sideways next to the first block. Lift the foot closest to the block, step over it and put the foot down within the free space.
3. Lift the other foot over the block and place it next to the first foot.
4. Continue the step-close-step action over the remaining blocks.
5. Allow the individual to try the task.
6. If needed, touch the foot which must be moved and point to the spot where the individual is to place the foot.
7. Gradually reduce the amount of assistance until the individual can do it alone.
8. Practice moving in both directions.

ACTIVITY 3: Mirror images.

PROCEDURE:
1. Stand facing the individual with the individual facing you.
2. Move sideways slow/fast, raising arms above your head, bending over at your waist, using big steps/little steps, or any way you can think of.
3. Have the individual copy your movements.
4. Allow the individual to lead.
5. To help think of different ways to move, pretend you are some type of animal, or performer, such as a gorilla, a giant, a dancer, etc.

ASSESSMENT

SKILL: Walks backwards on a 3-inch line.

DESCRIPTION: The individual will walk backwards on 3-inch line a minimum distance of 10 feet maintaining his balance on two out of three attempts.

EQUIPMENT/
MATERIALS: 3-inch line 10 feet long.

PROCEDURES:
1. Stand at the starting point with the individual next to you.
2. Explain to the individual and demonstrate how to walk backwards on the 3-inch line.
3. Allow the individual to perform the task with you.
4. If the individual does not understand, stand behind the individual and help him walk backwards one time.
5. Then allow the individual to perform it independently. Give verbal encouragement.
6. The width of the line may be increased to meet the capabilities of the individual.

ACTIVITIES

SKILL: Walks backwards on a 3-inch line.

ACTIVITY 1: Moving anywhere.

MATERIALS: None.

PROCEDURE:
1. An individual may not like to move backwards because he is unsure of how he can safely move his body.
2. Sit on the floor with the individual and move in different directions encouraging him to do the same.
   a. slide forward/backward/sideward scotting on your bottom;
   b. move forward/backward/sideward on your hands and knees;
   c. move forward/backward/sideward on your hands and feet;
   d. move forward/backward/sideward standing.

ACTIVITY 2: The shadow follows.

MATERIALS: None.

PROCEDURE:
1. Stand or kneel facing each other and holding hands.
2. One person leads and can move forward, backward, or sideward.
3. The follower pretends he is the leader's shadow and moves with the leader.
4. If the leader moves forward, the follower (shadow) must move backwards; if the leader moves to his left, the follower must move to his right, etc.

ACTIVITY 3: Moving through the tunnel.

MATERIALS: Wall and a board or other straight line object.

PROCEDURE:
1. Move through the "tunnel" forward and backwards by
   a. sitting and scotting on your bottom;
   b. standing and walking.
2. Play follow the leader and have the individual do exactly what you are doing. Emphasize the fact that you are not touching the sides of the tunnel.
3. Once the individual can perform the activity without touching the tunnel walls, remove the structures and use lines on the floor.

ACTIVITY 4: Moving through the ladder.

MATERIALS: Ladder placed flat on the floor.

PROCEDURE:
1. Demonstrate and explain the task to the individual. Walk forward placing one foot in each space being careful not to touch the rungs or sides of the ladder. Then walk backward through the ladder.
2. Stand along side of the individual. Encourage him to step into each space. Depending on the size and skill level

of the individual, he may need to mark time rather than alternate. If he is unwilling to try, physically assist him.
3. Gradually reduce the amount of assistance until the individual can walk forward and backwards through the ladder independently.

ACTIVITY 5: Walking across a bridge (size of board may be any width).

MATERIALS: 2 X 6 or 2 X 4 board placed on the floor; or 4-6 inch wide balance beam.

PROCEDURE:
1. Demonstrate and explain the task to the individual. Walk backwards placing each foot on the "bridge", toes pointing straight ahead. Hold your arms out to the sides of your body to help with balance.
2. Assist the individual by standing and facing him straddling the board. Hold your hands up in front of you and walk forward as the individual walks backwards. Allow the individual to grab hold of your hands if he needs them.
3. Encourage the individual to hold his arms out to the side of his body to help maintain his balance, if needed.
4. Gradually reduce the amount of assistance until he can perform the task independently.
5. Gradually reduce the width of the board.
6. This activity may be varied by placing objects on the board that the individual must step over (i.e. bean bags, sticks, etc.).

ASSESSMENT

SKILL: walks up stairs with assistance marking time

DESCRIPTION: The individual will walk up a flight of stairs (minimum of six steps) marking time (each foot touches each step with same foot usually leading) and using a rail or other means of assistance on two out of three attempts.

EQUIPMENT/ MATERIALS: flight of stairs (minimum of six steps) with rail

PROCEDURES:

1. Explain and demonstrate the task to the individual.
2. It is best that you walk up the stairs alternating and without using the rail. If the individual is capable of performing this, he will do it otherwise he will modify the action as needed.
3. If the individual will not perform at all, you can demonstrate again using the rail and marking time, or you can physically assist the individual through the task one time.
4. Then allow the individual to perform independently. Give the individual verbal encouragement.
5. If the individual still does not perform the task, walk up the stairs holding one of his hands.
6. If no rail is available, you may offer the individual your hand. You may also walk alongside the individual as he climbs the stairs.
7. If the individual walks up the stairs alternating feet, give him credit for this skill.

ASSESSMENT

SKILL: Walks down stairs with assistance marking time.

DESCRIPTION: When placed at the top of a flight of stairs (minimum of six and a maximum of ten steps) the individual will walk down the stairs marking time (each foot touches each step with same foot usually leading) and using a rail or other means of assistance on two out of three attempts.

EQUIPMENT/
MATERIALS: Flight of stairs with rail (minimum of six and a maximum of ten steps).

PROCEDURE:

1. Place the individual at the top of the flight of stairs.
2. Walk down the steps alternating and without using the rail.
3. If the individual is capable of performing this, he will do it, otherwise he will modify the action as needed.
4. If the individual will not perform at all, you can demonstrate again using the rail and marking time, or you can physically assist the individual through the task one time.
5. Then allow the individual to attempt it independently. Give the individual verbal encouragement. If the individual still does not perform, walk down the stairs with him holding one of your hands.
6. If no rail is available, you may offer the individual your hand. You may also walk alongside of the individual as he climbs down the stairs.
7. If the individual walks down the stairs alternating feet, give him credit for this skill.

ACTIVITIES

SKILL: Walks up and down stairs.

ACTIVITY 1: Creeping up and down stairs.

MATERIALS: Stairs, carpeted if possible; favorite toy.

PROCEDURE:
1. Place the individual at the bottom of the steps, walk up a couple of steps holding his favorite toy and encourage him to follow.
2. If the individual does not follow, assist him to climb a couple of steps on his hands and knees.
3. Once he reaches the desired step, hold him and allow the individual to play with the toy.
4. Then place the individual on the steps facing upstairs. Place his toy at the bottom of the steps and encourage the individual to climb down backwards.
5. If he is not willing to creep down backwards, assist the individual.
6. Gradually reduce the amount of assistance until the individual can climb up and down the stairs on his hands and knees independently.
7. Gradually increase the number of steps the individual climbs until he is comfortable climbing to a height equal to the number of steps he will climb in his home, school, etc.

ACTIVITY 2: Scooting downstairs.

MATERIALS: Stairs, carpeted if possible.

PROCEDURE:
1. Place the individual on the third step of a set of stairs so that he is sitting facing the bottom step.
2. Demonstrate and explain the task to the individual.
3. Place one hand on each side of your body on the step you are sitting. Move both feet to the next lowest step. Slide down one step.
4. Allow the individual to perform the task. Give assistance as needed.
5. Gradually reduce the assistance until he is able to perform independently.
6. Gradually increase the number of steps the individual descends.

ACTIVITY 3: Walking up stairs.

MATERIALS: Stairs, carpeted if possible and with a rail.

PROCEDURE:
1. Stand the individual at the bottom of the stairs holding onto the rail.
2. Stand next to the individual at the bottom of the stairs holding his other hand, if necessary.
3. Step up onto the first step, one foot followed by the second foot.
4. If he does not perform, assist him to climb onto the step.
5. Continue up as many steps as possible.

6. As the individual gains confidence, reduce the amount of assistance until he can climb up the stairs without you standing next to him.
7. Allow the individual to sit and scoot down the stairs until he is comfortable climbing up a few steps.

ACTIVITY 4: Walking down stairs.

MATERIALS: Stairs, carpeted if possible, and with a rail.

PROCEDURE:
1. Start the individual on the third step.
2. Follow the same procedure used to climb up the stairs.
3. Gradually increase the number of stairs the individual is expected to walk down.

ASSESSMENT

SKILL: Walks up stairs alternating feet.

DESCRIPTION: The individual will walk up a flight of stairs (minimum of six and a maximum of ten steps) alternating (one foot on each step) on two out of three attempts. (Note: the individual may use a rail for assistance if he so desires).

EQUIPMENT/ MATERIALS: Flight of stairs with rail (minimum of six and a maximum of ten steps).

PROCEDURES:

1. Explain and demonstrate the task.
2. Place the individual next to you at the foot of the stairs.
3. Walk up the stairs placing one foot on each step.
4. At the top of the stairs, call to the individual and encourage him to follow you.
5. If he does not perform, start next to the individual.
6. Hold his hand if necessary and walk up the steps with him.
7. Then allow the individual to perform independently. Give verbal encouragement.
8. If no rail is available, you may offer the individual your hand as he climbs the steps.

ASSESSMENT

SKILL: Walks down stairs alternating feet.

DESCRIPTION: The individual will climb down a flight of stairs (minimum of six and a maximum of ten steps) alternating (one foot on each step) on two out of three attempts. (Note: the individual may use a rail for assistance if he so desires).

EQUIPMENT/ MATERIALS: Flight of stairs with rail (minimum of six and a maximum of ten steps).

PROCEDURE:

1. Explain and demonstrate the task.
2. Place the individual next to you at the top of the stairs.
3. Walk down the stairs placing one foot on each step.
4. When you reach the bottom, turn and call the individual encouraging him to follow you.
5. If he does not perform, start next to the individual.
6. Hold his hand if necessary and walk down the steps with him once. Then allow the individual to perform independently. Give verbal encouragement.
7. If no rail is available, you may offer the individual your hand as he climbs down the steps.

ACTIVITIES

SKILL: Walks up and down stairs alternating feet.

ACTIVITY 1: Stepping into the spaces of a ladder alternating feet

MATERIALS: Ladder lying flat on floor.

PROCEDURE:
1. Demonstrate and explain the task to the individual. Walk forward placing one foot in each space being careful not to touch the rungs or sides of the ladder.
2. Stand along side of the individual. Encourage him to step into each space. If he is unwilling to try, physically assist him. Allow him to mark time at first until he is comfortable with the task. Then encourage him to alternate.
3. Gradually reduce the amount of assistance. Tap the spot on the floor and say "step here" to indicate where the next foot should go.
4. Gradually reduce the visual and verbal assistance until the individual can do it independently.

ACTIVITY 2: Walking up stairs.

MATERIALS: Stairs, carpeted if possible, and with a rail.

PROCEDURE:
1. Stand the individual at the bottom of the stairs holding onto the rail.
2. Stand next to the individual and demonstrate and explain the task. Climb the steps by placing one foot on each step.
3. Allow the individual to attempt the task.
4. If he does not respond correctly, point to the step on which the foot should be placed.
5. If needed, physically assist the individual to place the foot on the correct step.
6. Gradually reduce the amount of assistance given until the individual can perform independently.
7. Allow the individual to mark time when coming down the stairs while learning to walk up the stairs alternating feet.

ACTIVITY 3: Walking down stairs.

MATERIALS: Stairs, carpeted if possible, and with a rail.

PROCEDURE:
1. Follow the same progression used as walking up stairs.
2. If the individual is unwilling to alternate starting at the top of the stairs, wait until he is halfway down the stairs before requiring him to alternate.
3. Gradually increase the number of steps the individual walks down alternating until he is able to perform from the top.

ASSESSMENT

SKILL: Uses large riding toy which must be pushed with feet.

DESCRIPTION: The individual will sit balanced on a large riding toy and push it with his feet a minimum distance of 10 feet. independently without loss of balance on two out of three attempts.

EQUIPMENT/
MATERIALS: Large riding toy which is moved by pushing it with one's feet.

PROCEDURE:
1. Place the individual on the toy. Move in front of the individual and call to him.
2. If he does not attempt to move the toy, stand behind him and gently push.
3. Again move in front of the individual and encourage him to follow you. Give verbal encouragement.

ACTIVITIES

SKILL: Uses large riding toy which must be pushed with feet.

ACTIVITY 1: Sitting on toy

MATERIALS: Riding toy, plastic, two gallon bucket, belt, bolt with nut

PROCEDURE:

1. If the individual is unable to maintain a balanced position while sitting on the riding toy, a seat with a high back and seat belt may be attached to the seat of the riding toy.
2. Take a plastic, two gallon scrub bucket.
3. Cut away one half of the bucket but leave the entire bottom.
4. Drill a hole into the seat of the toy and bolt the plastic bucket seat to the toy.
5. If a seat belt is needed cut slits into the sides of the bucket and slip a belt through them.

ACTIVITY 2: Pushing toy with feet.

PROCEDURE:

1. Place the individual on the toy so that he is secure in the seat.
2. Stand behind the toy and gently push it.
3. Watch the individual's feet to see if he will assist with moving the toy. If not, physically assist the individual through the motion.
4. Grasp the individual's knees. Pick up the legs and place the feet comfortably in front of his hips.
5. Push against the legs so the toy moves forward until the feet are a comfortable distance behind his hips.
6. Repeat the action.
7. Gradually reduce the amount of assistance until the individual is able to move the toy independently.
8. If the individual is unsuccessful moving the toy forward, teach him to move it backwards.
9. Place the individual's feet on the floor under his hips.
10. Encourage him to "push" and straighten his legs.
11. Physically assist the individual, if necessary, by pushing against his legs so that the toy moves backwards.
12. Gradually reduce the amount of assistance until the individual is able to move the toy independently.

ASSESSMENT

SKILL: Rides tricycle.

DESCRIPTION: The individual will sit balanced on a tricycle and pedal it independently a minimum distance of 10 feet on two out of three attempts.

EQUIPMENT/
MATERIALS: Tricycle

PROCEDURES:
1. Assist the individual onto the tricycle, if needed. Make sure his feet are on the pedals.
2. Walk in front of the individual and call to him.
3. If he does not attempt to pedal the tricycle, stand behind him and gently push so that the pedals move one complete cycle.
4. Again move in front of the individual and encourage him to follow you. Give verbal encouragement.

ACTIVITIES

SKILL: Rides Tricycle.

ACTIVITY: Sitting on toy. See: sitting on riding toy for description of how to attach a supportive seat to the tricycle.

ACTIVITY 1: Pedaling tricycle.

MATERIALS: Tricycle, two elastic strips.

PROCEDURE:
1. Place the individual securely in the seat of the tricycle.
2. Fasten the elastic strips, one to each pedal.
3. Slip the individual's foot under one of the strips. Do the same for the other foot.
4. Gently push the tricycle so that the pedals turn.
5. As the individual learns the movement of the pedals, encourage him to push against the pedal. If needed, gently push down on the highest knee and say "push".
6. Once the individual learns how to push against the pedals, remove the elastic strips so that he learns to keep his feet on the pedals.

ACTIVITY 2: Catch the leader.

MATERIALS: Tricycle.

PROCEDURE:
1. Stand in front of the tricycle and walk backwards as the individual pedals it.
2. Encourage the individual to follow you.
3. As you are walking, gradually change directions following curved patterns (i.e. in a circle, an "s" pattern, etc.)
4. If the individual is unable to follow you, gently help him to turn the handle bars in the proper direction.

ACTIVITY 3: Through the obstacle course.

MATERIALS: Tricycle, large objects to be used as obstacles.

PROCEDURE:
1. Place large obstacles in the room and encourage him to move in, out, and around them without touching them.
2. At first place the obstacles far apart so that there is ample room to pass by them.
3. Gradually reduce the amount of room between the obstacles as the individual improves his performance.

ASSESSMENT

SKILL: Plays on see saw appropriately.

DESCRIPTION: The individual will sit on a see saw, hold on with his hands and push off of the ground with his feet so that he travels up to the maximum height when an individual of approximately equal size is on the other end on two out of three attempts.

EQUIPMENT/
MATERIALS: See saw.

PROCEDURES:
1. Assist the individual onto the see saw if needed and stand next to him while on the equipment. It is helpful to have a person on the other end who understands how to ride a see saw.
2. If the individual does not understand how to operate the see saw, assist him by slowly pulling the see saw up and allowing it to slowly descend a couple of times.
3. Then allow the individual to attempt the activity independently. Give verbal encouragement.

ACTIVITIES

SKILL: Plays on see saw appropriately.

ACTIVITY 1: Sitting on see saw.
See: sitting on riding toy for description of attaching a supportive seat to the see saw.

ACTIVITY 2: Riding the see saw

MATERIALS: See saw

PROCEDURE:
1. Place the individual securely on the seat of the see saw.
2. Have a second person, someone of about equal size as the individual, on the other end. If this is not possible, have an adult grasp the handle of the see saw and move the see saw up and down.
3. If the individual shows some fear as he rises up off the ground, only raise him high enough so that his feet clear the ground.
4. Once the individual understands the movement of the see saw, encourage him to "push" with his feet.
5. Do not lower the opposite end until the individual makes some attempt to push him off the ground.
6. Gradually increase the height the individual attains and reduce the amount of assistance until the individual and an equal-sized partner can operate the see saw independently.

ASSESSMENT

SKILL:	plays in/on a rocking chair/horse
DESCRIPTION:	The individual will sit in/on a rocking chair/horse, hold on and rock the equipment independently for a minimum of one minute.
EQUIPMENT/ MATERIALS:	rocking chair and/or rocking horse
PROCEDURES:	1. Assist the individual onto the rocking chair/horse if needed. 2. Make sure he is holding on and gently rock the equipment. 3. Remove the assistance and see if the individual will rock the equipment independently. Give verbal encouragement.

ACTIVITIES

SKILL: Plays in/on a rocking chair/horse.

ACTIVITY 1: Sitting on rocking horse.

MATERIALS: Rocking horse, belt

PROCEDURE: If the individual is unable to sit securely on the rocking horse, attach a belt to the horse so that he may be strapped in.

ACTIVITY 2: Keeping feet on foot rests of rocking horse.

MATERIALS: Rocking horse, 2 elastic straps.

PROCEDURE: If the individual is unable to keep his feet on the foot rests of the rocking horse, attach elastic strips to the foot rests so that the individual's feet may be held securely in place.

ACTIVITY 3: Rocking the horse.

MATERIALS: Rocking horse, seat belt, and elastic strips (if needed)

PROCEDURE:
1. Place the individual securely in the seat of the rocking horse and place his feet on the foot rests.
2. Rock the horse for him.
3. Remove your assistance and allow the rocking horse to reduce its momentum.
4. Encourage the individual to "rock".
5. If he makes no attempt to move the horse, continue to rock the horse for him removing assistance occasionally. Continue to encourage the individual to rock.

ACTIVITY 4: Sitting in rocking chair independently.

MATERIALS: Rocking chair, belt.

PROCEDURE: If the individual is unable to sit securely in the chair, use a belt as a seat belt.

ACTIVITY 5: Rocking the rocking chair independently.

MATERIALS: Rocking chair appropriate to size of individual.

PROCEDURE:
1. Place the individual securely in the rocking chair.
2. Rock the chair for him.
3. Remove your assistance and allow the rocking chair to reduce its momentum.
4. Encourage the individual to "rock" by pushing with his feet against the floor.
5. If he makes no attempt to move the chair, continue to rock the chair for him removing assistance occasionally. Continue to encourage the individual to rock.

ASSESSMENT

SKILL: Plays on a swing approrpiately.

DESCRIPTION: The individual will sit on a swing, hold on and pump his legs so that he swings independently for a minimum of one minute.

EQUIPMENT/
MATERIALS: Swing

PROCEDURES:
1. Assist the individual onto the swing if needed.
2. If two swings are available, side-by-side, sit on the other swing and demonstrate the task.
3. If not, push the individual a couple of times. See if he will continue to swing independently. Give verbal encouragement.

ACTIVITIES

ACTIVITY 1: Sitting on swing.
See: Sitting on riding toy for description of attaching a supportive seat to the swing. If a supportive seat cannot be attached to the swing, use a rope or belt, thread it through the chains of the swing and attach the belt securely around the waist of the individual.

ACTIVITY 2: Push and swing.

MATERIALS: Swing appropriate to the size of the individual; seat belt (if needed).

PROCEDURE:
1. Place the individual securely in the swing.
2. Push the swing.
3. After the individual has felt the motion of the swing, allow the swing to come to a stop.
4. Demonstrate and explain the pumping action of the legs when swinging. As the swing moves forward, the feet are raised and legs are extended; as the swing moves backward, the knees are bent and the feet move under the swing.
5. Push the swing again and stand in front of the swing. Encourage the individual to touch your hands with his feet.
6. Make the individual extend his legs forward to reach your hand.

ACTIVITY 3: Partner swinging.

MATERIALS: Swing large enough for you to sit in; seat belt.

PROCEDURE:
1. Sit on the swing holding the individual in your lap.
2. Attach a belt around yourself and the individual so that he will remain secure in your lap.
3. Place the individual's hands on the side supports of the swing.
4. Swing yourself. As the swing moves forward, exaggerate the backward lean of the body and the extention of the legs forward.
5. As the swing moves backwards, draw the feet under the swing and lean the body forward.
6. Emphasize the movements so that the individual can feel what you are doing.
7. Allow the individual to swing without you. Encourage him to "swing high."

ASSESSMENT

SKILL: climbs up and down steps of a slide

DESCRIPTION: The individual will climb up and down the steps of a slide (minimum of six steps) independently on two out of three attempts.

EQUIPMENT/
MATERIALS: sliding board with a minimum of six steps

PROCEDURES:
1. Demonstrate and explain the task to the individual. Climb to the top of the steps of the slide alternating feet on each step. If the individual cannot alternate, he will modify his performance.
2. Descend in the same manner.
3. Allow the individual to attempt it independently. Give verbal encouragement.

ACTIVITIES

SKILL: Climbs up and down steps of a slide.

ACTIVITY: Climbing up and down steps of slide.

MATERIALS: Sliding board.

PROCEDURE:

1. Place the individual in front of the steps of the sliding board with one hand on each rail.
2. Stand behind him and encourage the individual to climb up the steps.
3. Climb up the steps with him, one step behind so that the individual has someone to lean against or help him if necessary.
4. Climb up only as many steps as the individual feels comfortable doing. Then climb back down.
5. The individual will probably feel most comfortable marking time (i.e., placing both feet on each step). Allow him to climb up and down anyway he wishes.
6. Gradually increase the number of steps that the individual climbs.
7. As he gains confidence, move farther away from the individual so that he does not have immediate support from you. Continue to reduce the amount of assistance given until the individual can perform independently.
8. Once the individual makes it to the top, assist him into a sitting position with his legs straight out in front of him and assist the individual, if needed, to slide down the board.

ASSESSMENT

SKILL:	plays appropriately on a sliding board
DESCRIPTION:	The individual will climb up the steps of a sliding board with a minimum of six steps, sit down at the top, push himself forward and slide down independently on two out of three attempts.
EQUIPMENT/ MATERIALS:	sliding board with a minimum of six steps
PROCEDURES:	1. Demonstrate and explain the task to the individual if needed. 2. Climb to the top of the slide holding on with your hands and alternating feet on each step. Sit down at the top, push forward and slide down. 3. Allow the individual to attempt the task independently. Give verbal encouragement.

ACTIVITIES

SKILL: Plays appropriately on a sliding board.

ACTIVITY 1: Sitting down at the top.

MATERIALS: Sliding board.

PROCEDURE:
1. Walk up the sliding board behind the individual.
2. Make sure the individual is holding the rails, one hand on each side.
3. Have him step up onto the top platform, lower himself to a squat and then move into a sitting position with his legs straight out in front of him.
4. Once the individual sits down, allow him to slide down the board.
5. Repeat the procedure gradually reducing the amount of assistance until the individual can climb to the top platform and sit down appropriately.

ACTIVITY 2: Partner slide.

MATERIALS: Sliding board.

PROCEDURE:
1. Climb up the sliding board with the individual.
2. Sit down on the platform with your legs extended in front of you and place the individual on your lap.
3. Slide down the board together.
4. At the bottom, allow the individual to stand up on the ground providing as little assistance as is needed.

ACTIVITY 3: Train slide.

MATERIALS: Sliding board.

PROCEDURE:
1. Climb up the sliding board with the individual.
2. Allow the individual to assume a sitting position with his legs extended in front of his body.
3. Sit down behind the individual with your knees bent and soles of the feet touching the sliding board.
4. If the individual is insecure, he may want to sit on your feet and lean against your lower legs.
5. Slide down together.
6. Allow the individual to stand up on the ground without assistance, if possible. If assistance is needed gradually reduce the amount given until he can get off the slide independently.

ACTIVITY 4: Sliding alone.

MATERIALS: Sliding board.

PROCEDURE:

1. Allow the individual to climb up the steps and sit down on the platform alone.
2. Have him grasp the side of the slide.
3. Stand on the side of the slide and extend your hand toward him telling the individual to slide to you.
4. As the individual gains confidence in his performance, move toward the end of the sliding board.
5. Gradually move away from the board until the individual can perform the entire task independently.

ASSESSMENT

SKILL: plays appropriately on a jungle gym

DESCRIPTION: The individual will grasp, step up onto and climb up at least two rungs of a jungle gym independently on two out of three attempts. The individual will also descend independently without falling on two out of three attempts.

EQUIPMENT/
MATERIALS: jungle gym

PROCEDURES:
1. Demonstrate and explain the task to the individual.
2. Climb up onto the jungle gym and encourage the individual to do the same.
3. Then climb up at least two rungs and encourage the individual to follow.
4. Climb off of the bars to the ground and again encourage the individual to follow. Give verbal encouragement.

ACTIVITIES

SKILL: Plays appropriately on a jungle gym.

ACTIVITY 1: Follow the leader.

MATERIALS: Jungle gym.

PROCEDURE:
1. Lead the individual in and out of the spaces formed by the bars of the jungle gym.
2. Weave around going under some bars and over others if the individual is tall enough to maneuver over the lowest level bars.
3. Then allow the individual to be the leader and you follow.

ACTIVITY 2: Climb the jungle gym.

MATERIALS: Jungle gym.

PROCEDURE:
1. Demonstrate and explain the task to the individual. Grasp the second level bar, step up onto the first level bar and pull yourself to a stand.
2. Encourage the individual to follow you.
3. If he is unable to perform, assist him to climb onto the bar.
4. Move around the jungle gym, side stepping (moving sidewards), ducking under the second level bar and stepping onto the bar closer to the middle of the jungle gym, etc.
5. Move around the jungle gym anyway possible on the first or ground level.
6. As the individual gains confidence, encourage him to step up onto the second level bar and repeat the same progression.
7. Continue to increase the height at which the individual climbs until he is able to move around the jungle gym at any height independently.

Other Skills: There are many skills that one can perform on a jungle gym. Some others that might be taught include:

a. hanging, holding on with two hands and jumping to the ground.
b. hanging upside down by one's knees.
c. performing chin ups.
d. performing a forward summersault around a bar.

ASSESSMENT

SKILL: Runs demonstrating a mature pattern.

DESCRIPTION: The individual will run a minimum distance of 25 feet demonstrating a mature running pattern characterized by:
a. a momentary period on each step where both feet are off the floor;
b. the arms are bent at the elbows and they swing in opposition back and forward; and
c. the feet contact the floor in a heel-to-toe fashion close to the center of the body.

EQUIPMENT/ MATERIALS: A minimum distance of 25 feet clear of obstacles, a start and finish line (if desired).

PROCEDURES:
1. Demonstrate and explain the task to the individual. Start behind the line and run as fast as you can to the finish line.
2. Call to the individual and have him perform the task.
3. If he is unwilling to perform, stand next to the individual. Run with him encouraging him to run fast.
4. Observe the following:
a. is there a momentary period in each step where both feet are off the floor;
b. are the arms bent and do they swing in opposition back and forth; and
c. do the feet contact the floor in a heel-to-toe fashion close to the center of the body?

ACTIVITIES

SKILL: Runs demonstrating a mature pattern.

ACTIVITY 1: Running together

MATERIALS: Rope, if desired

PROCEDURE:
1. Stand along side of the individual and hold his hand.
2. Tell him to "run."
3. Run with him and encourage the individual to move as fast as he can.
4. If the individual does not respond, loop a rope around his waist.
5. Holding the end of the rope, begin to move backwards calling to the individual.
6. Gradually increase your speed encouraging the individual to "run."

ACTIVITY 2: Punching the bag.

MATERIALS: Large beach ball, large punching object or large paper bag filled with newspaper.

PROCEDURE:
1. Place the "punching bag" securely in a corner of the room, on a chair, or hang it in the corner from the ceiling.
2. Demonstrate and explain the task to the individual. Bend your arms at the elbows and punch at the "punching bag" by swinging the arm from the shoulder.
3. Continue to punch alternating hands in a continuous rhythm.
4. Then encourage the individual to do the same.
5. Once the individual is able to swing the arms in a continuous, alternating pattern, hold the punching bag at about chest height of the individual.
6. Stand in front of him and walk backwards.
7. Encourage the individual to punch the "punching bag" so he is walking towards you.
8. Make sure that as he swings the left arm forward to punch, that the individual is stepping onto his right foot. Also as the individual swings his right arm forward, he is stepping onto his left foot.

ACTIVITY 3: Pumping arms.

MATERIALS: None.

PROCEDURE:
1. Stand along side of the individual and swing your arms back and forth, alternating them in a continuous, rhythmic action.
2. Explain what you are doing.
3. Have the individual copy you.
4. Begin to walk forward and encourage the individual to walk along side of you.
5. Slowly increase your speed until you are running.
6. Give encouragement to the individual and remind him to keep his arms bent and swinging back and forth.

ACTIVITY 4: Running down a lane.

MATERIALS: Rope, tape, or any other material which may be used to create lines. Make two parallel lines about 12 inches apart and a minimum of 10 feet long.

PROCEDURE:
1. Stand at one end of the lane.
2. Explain what you are doing as you walk inside the line, toes pointed straight ahead, to the other end. Emphasize that you can not touch the lines with any part of the feet. Also use a heel-to-toe weight transfer.
3. Encourage the individual to try.
4. Continue to encourage the individual to repeat the task increasing his speed until the individual can run at full speed without touching the lines.

ASSESSMENT

SKILL: changes directions while running to avoid obstacles

DESCRIPTION: When running in an area containing at least six obstacles, the individual will run a distance of 25 feet without touching any of the obstacles present.

EQUIPMENT/
PROCEDURES: 25 foot area with a start and finish line (if desired)
six to ten large objects as obstacles placed at random

PROCEDURES:
1. Demonstrate and explain the task to the individual. Start behind the line and run as fast as possible, changing directions in order to avoid any of the obstacles present.
2. Start next to the individual. run with him and give verbal encouragement when he does not touch an obstacle.
3. Allow the individual to perform the task independently.

ACTIVITIES

SKILL: Changes directions while running to avoid obstacles.

ACTIVITY 1: Running on the line.

MATERIALS: Lines on floor of geometric shapes such as circles, squares, etc. Make them large, then decrease their size.

PROCEDURE:
1. Run around the circle and have the individual follow you.
2. Run on the S shape.
3. Run on the rectangle, square, or triangle.
4. Encourage the individual to stay on the lines.

ACTIVITY 2: Run through the objects.

MATERIALS: 4-8 small boxes, cones, or other markers which stand 1-3 feet high.

PROCEDURE:
1. Place the objects in some formation on the floor.
2. Run around them.
3. Run in and out.
4. Let the individual decide how he wants to set up the objects and run through the course.

ACTIVITY 3: Run in the playground.

MATERIALS: Playground with various equipment.

PROCEDURE:
1. Run in the playground moving in, out, or around the various equipment.
2. Play a tag game.

ASSESSMENT

SKILL: runs changing speed

DESCRIPTION: The individual will run approximately 25 feet changing speeds at least two times.

EQUIPMENT/
MATERIALS: 25 foot area clear of obstacles

PROCEDURES:
1. Demonstrate and explain the task to the individual. If he understands fast and slow, emphasize the words as you demonstrate.
2. If the individual does not understand fast and slow, play a game of "I'll catch you, you catch me".
3. As the individual is chasing you, change speeds to see if he will copy you. If you are chasing the individual, change speeds drastically (i.e. very slow, then suddenly very fast).

ACTIVITIES

SKILL: Runs changing speed.

ACTIVITY 1: Run fast, run slow.

MATERIALS: None.

PROCEDURE:
1. Run along side of the individual.
2. Start slow and gradually increase your speed. Then gradually reduce your speed.
3. If the individual understands the concepts fast and slow tell him to run fast (or slow) and make abrupt changes in your running speed.

ACTIVITY 2: Tag game.

MATERIALS: Handkerchiefs.

PROCEDURE:
1. Tuck a handkerchief into the waist of the individual's pants and your pants. Make sure it is in the back and at least ½ of the handkerchief is visible.
2. Each person attempts to get the other's handkerchief.

ASSESSMENT

SKILL: Runs and stops within 4 feet.

DESCRIPTION: When running fast, the individual will completely stop any forward progression within a distance of 4 feet after receiving some signal to stop on two out of three attempts.

EQUIPMENT/ MATERIALS: 25 foot area free of obstacles, stop sign (if appropriate).

PROCEDURES:

1. If the individual is able to run fast independently and if he understands go and stop, stand several feet in front of him and tell him to go.
2. Once the individual is running fast, yell stop and/or hold up a stop sign.
3. If the individual does not understand stop, run alongside of him. When you are running fast, stop suddenly and say stop. See if the individual will stop.

ACTIVITIES

SKILL: Runs and stops within 4 feet.

ACTIVITY 1: Stop game.

MATERIALS: Stop sign, if appropriate.

PROCEDURE:
1. Run along side of the individual, then say stop.
2. Come to a stop and help the individual to stop if needed.
3. If appropriate, stand in front of the individual, about 20 feet away. Tell him to run, then hold up the stop sign and say stop.

ACTIVITY 2: Freeze tag game.

MATERIALS: Open space area.

PROCEDURE:
1. Play a tag game with 2 to 4 individuals.
2. When the individual is tagged he must freeze and hold his position.

ASSESSMENT

SKILL: Gallops using a mature pattern with the preferred foot leading.

DESCRIPTION: The individual will demonstrate a mature gallop pattern leading with the preferred foot and traveling a minimum distance of 15 feet characterized by:
a. individual's hips face forward in the direction he is traveling; and
b. one foot remains in the lead with the trail foot moving up to but not crossing in front of the lead foot.

EQUIPMENT/ MATERIALS: A flat, clear surface at least 15 feet in length with a start and finish line (if desired).

PROCEDURES:
1. Demonstrate and explain the task to the individual. Exaggerate the uneven rhythm of the gallop and emphasize that one foot leads.
2. If the individual has difficulty, start next to him, place one foot in the lead and slowly perform the action attempting to get the individual to perform it with you.
3. Observe:
a. does the same foot lead,
b. do the hips face the direction he is traveling, and
c. does the trail leg come up to but not cross in front of the lead leg?
4. Also note which foot is the individual's lead foot.

ASSESSMENT

SKILL: Gallops using a mature pattern with the non-preferred foot leading.

DESCRIPTION: The individual will demonstrate a mature gallop pattern leading with the non-preferred foot and traveling a minimum distance of 15 feet characterized by:
a. individual's hips face forward in the direction he is traveling, and
b. one foot remains in the lead with the trail foot moving up to but not crossing in front of the lead foot.

EQUIPMENT/ MATERIALS: A flat, clear surface at least 15 feet in length with a start and finish line (if desired).

PROCEDURES:
1. Demonstrate and explain the task to the individual. You should lead with the same foot as the individual's non-preferred foot. (The preferred foot was determined in the previous assessment.)
2. Exaggerate the uneven rhythm of the gallop and emphasize that one foot leads.
3. If the individual has difficulty, start next to him, place the same foot as the individual's non-preferred foot in the lead, and slowly perform the action attempting to get the individual to perform it with you.
4. Observe:
a. does the same foot lead,
b. do the hips face the direction he is traveling, and
c. does the trail leg come up to but not cross in front of the lead leg?

ACTIVITIES

SKILL: Gallops using a mature pattern.

ACTIVITY 1: Step-close-step (slide).

MATERIALS: None.

PROCEDURE:

1. Stand facing the individual and hold his hands.
2. Step onto your left foot to the side and encourage the individual to step onto his right foot.
3. Bring the right foot next to the left foot and encourage the individual to do the same.
4. Gradually increase the speed of performance so that there is no pause and both feet come off the floor as the lead foot moves forward.
5. Change directions so that you lead with the right foot and the individual leads with his left foot.
6. Reduce assistance until the individual can perform the skill independently.

ACTIVITY 2: Gallop.

MATERIALS: None.

PROCEDURE:

1. Stand next to the individual with one foot slightly leading another. Both of you face the direction you are traveling.
2. Step onto the lead foot and have the individual do the same thing.
3. Bring the back foot up to the lead foot and have the individual do the same.
4. Continue the pattern gradually increasing the speed of performance so that both feet come off of the floor as the lead foot moves forward.
5. Changes the lead foot and repeat the progression on the other foot.
6. Gradually remove assistance until the individual can perform it independently.

ASSESSMENT

SKILL: Jumps off of a platform taking off with one foot and landing on two feet.

DESCRIPTION: When standing on a 6 to 12 inch high platform, the individual will jump off leading with one foot and landing on two feet simultaneously without falling on two out of three attempts.

EQUIPMENT/ MATERIALS: 6 to 12 inch platform, mat to land on.

PROCEDURES:
1. Demonstrate and explain the task to the individual.
2. Stand on top of the platform and jump off taking off on two feet and landing on two feet simultaneously. If the individual is unable to take off on two feet, he will modify his performance.
3. Place the individual on the platform and encourage him to jump. If he will not perform, hold his hands and help him jump down one time. Then, allow the individual to perform independently. Give verbal encouragement.
4. If the individual uses a two foot take off, give him credit for this activity.

ACTIVITIES

SKILL: Jumps off of a platform taking off with one foot and landing on two feet.

ACTIVITY 1: Leaping over objects.

MATERIALS: Rope, stick, or other small objects.

PROCEDURE:
1. Place an object on the floor.
2. Run and leap over the object and have the individual do the same.
3. Increase the width of the object or the height of the object.

ACTIVITY 2: Jumps down.

MATERIALS: Box or other object which raises the individual a couple of inches off the floor.

PROCEDURE:
1. Have the individual step up onto the box.
2. Hold his hands and have him jump off.
3. If the individual steps off, raise the object higher until he can not step down. Hold his hands or grasp him around the waist, help him to jump down.
4. Gradually reduce assistance until the individual can jump independently.
5. Gradually raise the height of the object as the individual gains confidence in his ability.

ACTIVITY 3: Jumps in the boxes.

MATERIALS: Draw a series of boxes on the floor large enough for the individual to place both feet inside.

PROCEDURE:
1. Stand outside the first box and jump into it taking off and landing on two feet. Have the individual attempt the same thing.
2. Make sure the individual lands on two feet simultaneously and do not worry if he takes off on one foot.
3. If the individual is able to jump into one box, have him try two. Increase the number of jumps until he can jump into four in a row.

ASSESSMENT

SKILL: Jumps off of platform taking off and landing on two feet.

DESCRIPTION: When standing on a 6 to 12 inch high platform, the individual will jump taking off and landing on two feet simultaneously without falling on two out of three attempts.

EQUIPMENT/ MATERIALS: 6 to 12 inch high platform, mat to land on.

PROCEDURES:
1. Demonstrate and explain the task to the individual. Stand on top of the platform and jump, taking off and landing on two feet.
2. Place the individual on the platform and encourage him to jump.
3. If he is unwilling. stand next to the individual and jump off encouraging him to do it with you. Emphasize a two foot take off and landing.
4. Then allow the individual to perform independently. Give verbal encouragement.

ACTIVITIES

SKILL: Jumps off of platform taking off and landing on two feet.

ACTIVITY 1: Jumps down.

MATERIALS: Box or other object which is about 1-2 feet high.

PROCEDURE:
1. Allow the individual to climb onto the object.
2. Place the individual's feet together, touch both feet with your hands and say "jump - two feet."
3. Hold the individual's hands and help him to take off and land on two feet.
4. Continue practice and gradually reduce assistance until the individual can jump independently.

ACTIVITY 2: Jump over.

MATERIALS: Stick, rope, or other small objects.

PROCEDURE:
1. Stand next to the individual and jump over the object taking off and landing on two feet.
2. Encourage the individual to do the same.
3. Increase the height or width of the object as the individual gain's confidence in his ability.

ASSESSMENT

SKILL: Performs a mature standing long jump pattern.

DESCRIPTION: When standing with both feet together behind the starting line, the individual will demonstrate a mature standing long jump pattern on two out of three attempts characterized by:
a. individual starts with knees bent and arms extended behind body,
b. arms swing forward until completely extended over head at take off,
c. individual lands in a squat position with body weight continuing to travel forward.

EQUIPMENT/ MATERIALS: Mat marked with a starting line.

PROCEDURES:
1. Demonstrate and explain the task to the individual.
2. Start with the knees bent and the arms extended reaching the hands behind the body. Swing the arms forward and up so they are completely extended overhead at take off. Reach forward with the feet to land rolling to a tuck position and falling forward.
3. Allow the individual to perform the task and observe:
a. does he start with the knees bent and the arms extended, hands behind the body,
b. does he swing the arms forward so they are extended overhead at take off, and
c. does he land in a tuck with the body weight falling forward?

ACTIVITIES

SKILL: Performs a mature standing long jump pattern.

ACTIVITY 1: Statues.

MATERIALS: None.

PROCEDURES:
1. Stand in front of the individual and have him copy what you do.
2. Take different poses, pretending you are a statue so that you hold the pose for a few seconds. Do poses where the knees are bent, the arms are extended behind the body, and the arms are extended in front of the body.
3. If the individual has difficulty copying your pose, help him to get into the desired position.
4. Repeat the poses until the individual can do them easily without help.

ACTIVITY 2: Stand and swing.

MATERIALS: None.

PROCEDURES:
1. Stand along side of the individual and swing your arms back and forward. Increase the height of your swing so that the arms swing up as far as possible.
2. Have the individual copy you.

ACTIVITY 3: Swing and grab.

MATERIALS: Any material the individual can grab: ball, paper, bag, etc.

PROCEDURES:
1. Stand in front of the individual and hold the object in front of the individual an arm's reach away.
2. Have the individual start in the "ready position", with his arms extended behind him and knees bent, then have him swing his arms forward and grab the object.

ACTIVITY 4: Jump and touch.

MATERIALS: Rope or string, if desired, stretched across an arm's reach away from the starting point.

PROCEDURE:
1. Have the individual start in the ready position.
2. Have him jump, swinging his arms forward so that his hands touch the rope or your outstretched arm.

ACTIVITIES

ACTIVITY 5: Frog jump.

MATERIALS: None.

PROCEDURES:
1. Get into a squat position with your hands touching the floor; have the individual do the same thing.
2. "Leap frog" across the room by reaching as far forward as you can with your hands, then bring your feet back under you so that you are in a squat position again.
3. Have the individual copy your position.

ACTIVITY 6: Standing long jump.

MATERIALS: Starting line; mat or soft ground.

PROCEDURES:
1. Start behind the starting line in the "ready position", with his arms extended behind you and knees bent.
2. Jump as far as you can taking off on two feet simultaneously and landing in a squat position.
3. Have the individual jump as far as he can. If he falls backwards after he lands, stand in front of the individual and have him try to touch you when he lands.

ASSESSMENT

SKILL: Balances on preferred foot.

DESCRIPTION: The individual will lift the non-preferred foot by flexing the leg at the knee and stand on the preferred foot maintaining his balance without assistance for a minimum of 5 seconds on two out of three attempts.

EQUIPMENT/ MATERIALS: None.

PROCEDURES:
1. Explain and demonstrate the task to the individual. Stand on one foot and count slowly to five.
2. Have the individual do it. Note which foot he picks up.
3. If the individual does not understand, physically assist the individual to pick up one foot. Then allow the individual to try independently. Give verbal encouragement.

ASSESSMENT

SKILL: Balances on non-preferred foot.

DESCRIPTION: The individual will lift the preferred foot by flexing the leg at the knee and stand on the non-preferred foot maintaining his balance without assistance for a minimum of 5 seconds on two out of three attempts.

EQUIPMENT/ MATERIALS: None.

PROCEDURES:

1. Explain and demonstrate the task to the individual. Stand on either the left or right foot depending on which one is the individual's non-preferred foot. (His preferred foot was determined in the previous assessment.) Count slowly to five.
2. Then have the individual do it.
3. If the individual does not understand, physically assist the individual to pick up his preferred foot. Then allow the individual to try independently. Give verbal encouragement.

ACTIVITIES

SKILL: Balances on one foot.

ACTIVITY 1: Statues

MATERIALS: None.

PROCEDURES:
1. Have the individual take any position he wants.
2. Copy his pose.
3. You take another pose and have the individual copy you.
4. Try poses where you are standing on one foot and one hand, two feet and one hand, one foot only, etc.
5. Try taking poses, holding them, then closing your eyes; have the individual try also.

ACTIVITY 2: One foot stand.

MATERIALS: None

PROCEDURE:
1. Stand with feet together and pick up one foot by bending the leg at the knee so that your foot is behind your body.
2. Have the individual copy what you do. Hold his hand if needed.
3. Slowly count and see if the individual can stand on one foot for at least 5 seconds.
4. Repeat, standing on the other foot.
5. Try standing on one foot with the eyes closed.

ASSESSMENT

SKILL: hops on preferred foot demonstrating a mature pattern

DESCRIPTION: The individual will hop on the preferred foot a minimum of five consecutive times demonstrating a mature pattern characterized by the non-support knee swinging forward in a pumping action as the support foot pushes off the floor on two out of three attempts.

EQUIPMENT/
MATERIALS: flat, clear surface at least 10 feet in length

PROCEDURES:
1. Demonstrate and explain the task to the individual.
2. Hop on one foot at least ten times, emphasizing the pumping action of the non-support leg. If the individual does not understand, physically assist him to pick up one foot and hop.
3. Then allow the individual to perform the task independently.
4. Observe the placement and action of the non-support knee. Give verbal praise.
5. Some individuals may not be able to demonstrate a mature pattern in hopping. Another acceptable level of performance is when the non-support leg is bent at the knee and the foot is carried behind the body. The non-support leg is not used to help generate any force.

ASSESSMENT

SKILL: Hops on non-preferred foot demonstrating a mature pattern.

DESCRIPTION: The individual will hop on the non-preferred foot five consecutive times demonstrating a mature pattern characterized by the non-support knee swinging forward in a pumping action as the support foot pushes off the floor on two out of three attempts.

EQUIPMENT/
MATERIALS: Flat, clear surface at least 10 feet in length.

PROCEDURES:
1. Demonstrate and explain the task to the individual.
2. Hop on either the left or right foot depending which one is the individual's non-preferred foot. (His preferred foot was determined in the previous assessment). Hop at least ten times, emphasizing the pumping action of the non-support leg.
3. If the individual does not understand, physically assist the individual to pick up his preferred foot and hop on the non-preferred foot.
4. Then allow the individual to perform the task independently.
5. Observe the placement and action of the non-support knee. Give verbal encouragement.
6. Some children may not be able to demonstrate a mature pattern in hopping. Another acceptable level of performance is when the non-support leg is bent at the knee and the foot is carried behind the body. The non-support leg is not used to help generate any force.

ACTIVITIES

SKILL: Hops on one foot demonstrating a mature pattern.

ACTIVITY 1: Hop in place.

MATERIALS: None.

PROCEDURE:
1. Stand facing the individual and hold each other's hands.
2. Pick up one foot by bending the leg at the knee so that the foot is behind your body.
3. Hop in place 2 or 3 times.
4. Then have the individual copy what you did; help him to hop by pushing up against his hands.
5. Repeat the activity hopping on the opposite foot.
6. Repeat the activity increasing the number of hops in place.

ACTIVITY 2: Hop across with help.

MATERIALS: Flat, clear surface.

PROCEDURE:
1. Stand along side of the individual and hold one of his hands.
2. Have the individual pick up one foot by bending the leg at the knee.
3. Help him to hop across the floor.
4. Repeat the activity using the opposite foot.
5. Gradually reduce the amount of assistance until the individual can do it without help.

ACTIVITY 3: Hopscotch.

MATERIALS: Hopscotch area made with tape, paint, or chalk.

PROCEDURE:
1. Play hopscotch with the individual.
2. Encourage the individual to land on 2 feet when 2 blocks are side-by-side and, hop on one foot when only one block is present.

ACTIVITY 4: Pumping the leg.

MATERIALS: A wall or other object which one can hold onto for balance.

PROCEDURE:
1. Stand facing the individual with one hand against the wall.
2. Pick up the outside foot by bending the leg at the knee. "Pump" the leg by bringing the knee forward and up, then back down to the original position.
3. Have the individual try it.
4. Repeat the activity on the other foot.

ACTIVITY 5: Hopping using the pumping action.

MATERIALS: None.

PROCEDURE:
1. Stand in place, pick up one leg and perform the "pumping action." (see activity #4).
2. Then hop across the floor emphasizing the pumping action: the knee swings forward and up as you hop forward and up.
3. Have the individual do the same thing.
4. Repeat the task using the opposite foot.

ASSESSMENT

SKILL: Performs lame duck skip.

DESCRIPTION: The individual will perform a series of step-hop patterns on the preferred foot followed by one stop only on the non-preferred foot traveling a minimum distance of 10 feet.
(NOTE: If the individual performs a step-hop pattern on each foot, give him credit for this action since skipping is a more difficult task.)

EQUIPMENT/
MATERIALS: Flat, clear surface at least 12 feet in length with a start and a finish line.

PROCEDURES:
1. Demonstrate and explain the task to the individual. Perform a skip emphasizing the step-hop pattern on each foot. If the individual cannot perform the entire skipping pattern, he will modify the action.
2. Stand next to the individual and perform the skipping pattern with him. Give verbal encouragement.

ASSESSMENT

SKILL: Performs skip.

DESCRIPTION: The individual will perform a continuous series of step-hop patterns alternating on each foot for a minimum of 10 feet.

EQUIPMENT/ MATERIALS: Flat clear surface at least 12 feet in length with a start and finish line.

PROCEDURES:
1. Demonstrate and explain the task to the individual. Perform a skip emphasizing the step-hop pattern on each foot.
2. Stand next to the individual and perform the skipping pattern with him. Then allow the individual to perform independently. Give verbal encouragement.

ACTIVITIES

SKILL: Performs skip.

ACTIVITY 1: Step-hop pattern.

MATERIALS: Clear, open area.

PROCEDURE:
1. Stand along side of the individual and hold his hand.
2. Perform the step-hop pattern slowly saying the word and having the individual do it as you do it:
a. step forward onto the right foot and say "step"
b. pick up the back foot, hop into the air and say "hop"
c. step forward onto the left foot and say "step"
d. pick up the back foot, hop into the air and say "hop"
3. Continue the progression across the floor.
4. Gradually increase the speed until there is no pause between the step and the hop.
5. Gradually remove assistance until the individual can perform without verbal direction or any other help.

ACTIVITY 2: Follow the leader.

MATERIALS: None.

PROCEDURE:
1. Lead the individual around the room performing anything you want him to do, i.e., walk, then run, then skip, then walk.
2. Have the individual lead you around the room and you copy what he does.
3. Have the leader tell the "followers" what activity he is doing; that is, have the leader say "walk" when he wants you to walk, then have him tell you what to do next.

ASSESSMENT

SKILL: Throws a ball using a two hand chest pass

DESCRIPTION: The individual will perform a two hand chest pass and throw a light weight, 8 1/2-inch ball a minimum distance of 10 feet on two out of three attempts characterized by:
a. both arms are extended toward the target, and
b. steps forward onto the preferred foot.

EQUIPMENT/ MATERIALS: Light weight ball, 8 1/2 inches in diameter (two if possible), target (if desired) with large surface area (3 feet by 3 feet).

PROCEDURES:
1. Demonstrate and explain the task to the individual. Start with feet together and the ball at chest level, hands on each side of the ball. Step forward onto one foot and extend both arms, releasing the ball as the arms straighten.
2. Give the individual a ball. Stand next to him. Start together and perform the skill with the individual.
3. If needed, place a target 10 feet from the throwing line. Encourage the individual to hit the target with the ball.
4. Observe the action of the arms and feet. Give verbal encouragement.

ACTIVITIES

SKILL: Throws a ball using a two hand chest pass.

ACTIVITY 1: Drop in the box.

MATERIALS: Medium size playground ball (8 1/2 inches in diameter), plastic ball or beach ball; large cardboard box.

PROCEDURE:
1. The individual can start this activity either sitting in a chair or standing up.
2. Give the individual the ball and make sure he is holding it with two hands, one on each side of the ball.
3. Have the individual drop the ball into the box; help him to release the ball by pulling his hands apart if needed.
4. Gradually reduce the amount of assistance until the individual can do it by himself.

ACTIVITY 2: Toss the ball into the box.

MATERIALS: Medium size playground ball (8 1/2 inches in diameter), plastic ball or beach ball; large cardboard box.

PROCEDURE:
1. Repeat the same steps as in activity #1. This time move the box about a foot away from the individual.
2. Have the individual extend his arms toward the box and release the ball into the box; help him perform the movement, if needed. Stand behind the individual and place your hands over his. Help the individual extend his arms and say "push."
3. Gradually reduce the amount of assistance until the individual can do it without help.
4. Gradually increase the distance between the individual and the box.
5. You can vary the activity by changing the target; the individual can throw to a hoop, the wall, etc.

ACTIVITY 3: Throw to the target.

MATERIALS: Two medium size, light weight plastic balls; a large target.

PROCEDURE:
1. Stand alongside of the individual 3-4 feet in front of the target.
2. Start your ball at your chest, step forward onto your preferred foot and say "step."
3. Encourage the individual to do the same. If he does not respond, demonstrate again, then physically assist him to step forward onto the <u>opposite</u> foot from his dominant hand.

4. Then push your ball toward the target and say "push." Encourage the individual to copy your action. If he doesn't, physically assist him.
5. Continually repeat the task emphasizing the "step-push" action and verbal commands.
6. Once the individual is able to perform each action separately, demonstrate the task in one continuous motion. Encourage the individual to "step-push."
7. Gradually reduce verbal and physical cues until the individual can perform the chest pass independently.

ACTIVITY 4: Throw and catch.

MATERIALS: Medium size, light weight plastic ball.

PROCEDURE:
1. Stand a few feet in front of the individual.
2. Have him throw the ball to you using a two handed chest pass.
3. Catch the ball and roll it back to him.
4. Repeat the task increasing the distance between you and the individual.

ASSESSMENT

SKILL: Throws ball with one hand overhand demonstrating a mature pattern.

DESCRIPTION: When given a small ball, the individual will perform a mature overhand throw, throwing a minimum distance of 10 feet on two out of three attempts characterized by:
a. cocks the throwing hand above and behind the throwing hand's shoulder,
b. rotates the shoulders so that the throwing hand's shoulder is ahead of the opposite shoulder on the follow through, and
c. steps forward onto the opposite foot from the throwing hand.

EQUIPMENT/ MATERIALS: Small balls about the size of tennis balls; target (if desired) with a large surface area (3 by 3 feet)

PROCEDURES:
1. Demonstrate and explain the task to the individual. Demonstrate using the same throwing hand as the individual. Start with your side to the target, shoulder of the throwing hand farthest from the target, and feet together. Bring the throwing hand behind the shoulder, step onto the opposite foot from the throwing hand and throw the ball hard at the target.
2. Give the individual the ball and allow him to perform the task. If needed, stand next to the individual and perform the skill at the same time he is performing.
3. Observe the action of the throwing arm, the shoulders, and the feet. Give verbal encouragement.

ACTIVITIES

SKILL: Throws ball with one hand overhand demonstrating a mature pattern.

ACTIVITY 1: throwing overhand with one hand

MATERIALS: small balls about the size of a tennis ball; can make them out of newspaper

PROCEDURE:
1. Demonstrate the task to the individual. Take a ball, cock the throwing hand above the throwing shoulder and throw the ball. (Use the same hand as the dominant hand of the individual.)
2. Have the individual try it.
3. If he doesn't throw the ball overhand, stand behind him and physically assist him to cock the hand above the throwing shoulder and to release the ball.
4. Gradually reduce the amount of assistance until the individual can do it alone.

ACTIVITY 2: stepping on the foot prints

MATERIALS: balls; foot prints made out of paper, cardboard or other materials, have two prints of the foot on which the individual steps and one of the other foot. Make each foot pattern a different color.

PROCEDURE:
1. Place the foot prints on the floor so that the individual starts with both feet together with his side to the target (throwing arm is farthest from the target).
2. Have the individual stand on the parallel foot prints and cock the ball above the throwing shoulder.
3. Have him step onto the single foot print with the opposite foot from the throwing hand and say to him "step".
4. Then have the individual throw the ball and say "throw".
5. Continue the activity emphasizing the words, "step", "throw", and giving physical assistance as needed.
6. Gradually reduce the amount of assistance until the individual can do it alone.
7. Remove the footprints and have the individual perform without them.

ACTIVITY 3: throwing for distance

MATERIALS: ball, open area

PROCEDURE:
1. Start the individual with his side to the throwing area.
2. Have the individual throw as hard or as far as he can. Emphasize the "step-throw" action.
3. Mark how far the individual throws the ball and encourage him to throw farther.

ACTIVITY 4: throwing for distance and accuracy

MATERIALS: balls, target about 2 x 2 feet in size

PROCEDURE:
1. Have the individual start about 4 feet away from the target and throw as hard as he can.
2. Gradually move the individual back from the target as he is able to throw the ball and hit the target.
3. When he can consistently hit the target, have him throw the ball to you; roll the ball back to him.

ASSESSMENT

SKILL: Throws ball with one hand underhand demonstrating a mature pattern.

DESCRIPTION: When given a small ball, the individual will perform a mature underhand throw throwing a minimum distance of 10 feet on two out of three attempts characterized by:
a. the throwing arm swings back behind the body then swings forward in front of the body in a smooth, continuous motion,
b. the throwing arm passes close to the body on the backward and forward swing, and
c. the individual steps onto the opposite foot from the throwing hand.

EQUIPMENT/ MATERIALS: Small balls about the size of tennis balls, target (if desired) with a large surface area (3 by 3 feet).

PROCEDURES:
1. Demonstrate and explain the task using the same throwing hand as that of the individual. Start facing the target with feet together. Swing the arm of the throwing hand straight back keeping it close to the side of the body. Step forward with the opposite foot from the throwing hand and swing the throwing arm forward following the same pattern as the backswing. The arm of the throwing hand remains straight throughout the backward and forward swing.
2. Give the individual a ball and allow him to perform the task. If needed, stand next to the individual and perform the skill at the same time he is performing.
3. Observe the action of the throwing arm and the action of the feet. Give verbal encouragement.

ACTIVITIES

SKILL: Throws ball with one hand underhand demonstrating a mature pattern.

ACTIVITY 1: Swing the arm.

MATERIALS: Ball about size of a tennis ball (can make them by wading up newspaper).

PROCEDURE:
1. Stand along side of individual with both arms down at the sides of your body; have the individual copy you.
2. Take the throwing hand and swing it back and forth keeping the arm straight and close to the side of your body; have the individual copy you.
3. Put a ball into your's and the individual's throwing hand and do the same thing.

ACTIVITY 2: Swing back and toss.

MATERIALS: Balls, target of some sort such as a large box, large paper target attached to wall.

PROCEDURE:
1. Stand along side of the individual and each of you hold a ball in your throwing hand about 3 feet away from the target.
2. Swing your arm behind you and say "swing back", help the individual to do the same thing.
3. Then swing your arm forward, release the ball toward the target and say "toss", have the individual copy you.
4. Repeat the activity reducing the amount of assistance until the individual can perform the skill in a continuous motion without the verbal cue or model.
5. Repeat the activity increasing the distance between the individual and the target.

ACTIVITY 3: Step and toss.

MATERIALS: Balls, target (see previous activity).

PROCEDURE:
1. Stand along side of the individual about 3 feet from the target, each of you holding a ball.
2. Swing your arm back and say "swing back", have the individual copy you.
3. Step onto the opposite foot from your throwing hand, say "step" and have the individual copy you.
4. Then swing your arm forward, release the ball toward the target and say "toss", have the individual copy you.
5. Repeat the activity decreasing the amount of time between each step of the task until the individual can perform the task without a model or verbal cues.
6. Repeat the activity increasing the distance between the individual and the target.

ASSESSMENT

SKILL: Rolls ball with two hands from between his legs.

DESCRIPTION: When given an 8 1/2 inch ball, the individual will place the ball on the floor between his legs and roll the ball by pushing it with two hands away from his body a minimum distance of 5 feet on two out of three attempts.

EQUIPMENT/ MATERIALS: 8 1/2 inch rubber ball; target (if desired), minimum of 3 feet long and 1 foot high placed so it is touching floor.

PROCEDURES:

1. Demonstrate and explain the task to the individual. Stand with your feet parallel about shoulder width apart. Place the ball on the floor with both hands placed close together behind the ball and your fingers pointing to the floor. Push the ball with both hands to the target.
2. Give the individual the ball and allow him to perform the skill. If needed, perform the task as he is doing it. Give verbal encouragement.

ACTIVITIES

SKILL: Rolls ball with two hands from between his legs.

ACTIVITY 1: Sit and push.

MATERIALS: Ball about 8 1/2 inches in diameter.

PROCEDURE:

1. Sit the individual on the floor or in a small chair about 3 feet from a wall with his legs spread apart.
2. Place the ball in front of him. Help the individual put his hands behind the ball with the fingers pointing to the floor.
3. Tell the individual to "push" the ball and help him to roll it towards the wall, if necessary.
4. Repeat the activity until the individual can do it alone.
5. Move the individual away from the wall, sit about 4 feet in front of him with your legs spread apart and roll the ball back and forth to each other.

ACTIVITY 2: Stand and roll.

MATERIALS: 8 1/2 inch in diameter ball; large target (3 feet by 3 feet) sitting on floor, and/or tall cans used as bowling pins.

PROCEDURE:

1. Place the individual about 3 feet from the target and put the ball in front of his feet.
2. Have the individual bend down over the ball and place his hands behind the ball, fingers pointing to the floor.
3. Tell him to "push" the ball and help him to roll the ball toward the target, if necessary.
4. Repeat the activity reducing the amount of assistance until the individual can do it alone.
5. Repeat the activity increasing the distance between the individual and the target.
6. When the individual can roll the ball accurately, then use the cans as bowling pins for your target.

ASSESSMENT

SKILL: Rolls ball with one hand demonstrating a mature pattern.

DESCRIPTION: When given a small ball, the individual will roll the ball with one hand using a mature underhand pattern a minimum distance of 10 feet on two out of three attempts characterized by:
a. the throwing arm swings back behind the body then swings forward in front of the body in a smooth, continuous motion,
b. the throwing arm passes close to the body on the backward and forward swing,
c. the individual steps onto the opposite foot from the throwing hand, and
d. the individual releases the ball onto the floor without a bounce.

EQUIPMENT/ MATERIALS: Small balls about the size of a softball; target with a large surface area, minimum of 3 feet long and 1 foot high placed so it is touching floor.

PROCEDURES:
1. Demonstrate and explain the task using the same throwing hand as that of the individual. Start facing the target with both feet together. Swing the throwing arm back and step onto the opposite foot from the throwing arm. Swing the arm forward, bend both knees, place the ball on the floor ahead of the lead foot and follow through with the throwing hand and arm.
2. Give the ball to the individual and allow him to perform the task. If needed, perform the skill with the individual as he is performing it.
3. Observe the actions of the throwing arm, the feet and the release of the ball. Give verbal encouragement.

ACTIVITIES

SKILL: Rolls ball with one hand demonstrating a mature pattern.

ACTIVITY 1: Step and bend.

MATERIALS: None.

PROCEDURE:
1. Stand along side of the individual with your arms at the sides of your body.
2. Step onto the opposite foot from the throwing hand and say "step", have the individual copy you.
3. Bend down so that the throwing hand touches the floor and say "bend".
4. Come back to a standing position and repeat the task several times.

ACTIVITY 2: Step and roll.

MATERIALS: Balls about the size of a tennis ball (or a little larger), large target or tall cans used as bowling pins.

PROCEDURE:
1. Have the individual hold a ball in his throwing hand and stand about 3 feet from the target.
2. Stand along side of the individual and demonstrate the actions.
3. Swing your arm back and say "swing back", have the individual copy you.
4. Step onto the opposite foot from the throwing hand and bend down, saying "step and bend", have the individual copy you.
5. Roll the ball toward the target and say "roll"; have the individual copy you.
6. Repeat the activity until the individual can perform the skill in a continuous motion without your demonstration or verbal cues.
7. Repeat the activity increasing the distance between the individual and the target.

ASSESSMENT

SKILL: Catches ball by trapping it against body.

DESCRIPTION: When a lightweight, 8 1/2 inch plastic ball is tossed to him from a distance of 4 to 6 feet, the individual will successfully catch the ball by coming under it with both hands and trapping the ball against his body on two out of three attempts.

EQUIPMENT/
MATERIALS: Lightweight, 8 1/2 inch in diameter plastic ball.

PROCEDURES:

1. Demonstrate and explain the task to the individual. If the individual understands and is capable of tossing the ball to you, have him throw the ball to you and catch it with your hands.
2. If the individual cannot toss it to you, have someone else do it, or toss the ball to yourself and catch it.
3. Stand about 4 to 6 feet in front of the individual. Before tossing the ball, make sure the individual is looking at the ball.
4. Gently toss the ball underhand to him so that the ball has a low arc and drops below his shoulders before making contact with the individual. Give verbal encouragement.
5. Note: If the individual catches the ball using his hands, give him credit for this skill.

ACTIVITIES

SKILL: Catches ball by trapping it against body.

ACTIVITY 1: Sit and catch.

MATERIALS: Lightweight, 8 1/2 inch in diameter plastic ball.

PROCEDURE:
1. Sit the individual in a chair.
2. Stand in front of him, hold the ball out to him and say "catch."
3. Gently guide the ball into the individual's body. Do not allow him to touch the ball unless he is looking at the ball.

ACTIVITY 2: Catch a guided ball.

MATERIALS: Lightweight, 8 1/2 inch in diameter plastic ball.

PROCEDURE:
1. Stand in front of the individual about 3 feet away.
2. Say "catch", if he does not put both his hands out to catch, help him to do so.
3. Hold onto the ball and guide it into the individual's hands.
4. Once the ball touches the individual's arms, let go of the ball so that he must hold onto it by trapping it against his chest.
5. Once the individual seems secure with catching the guided ball, guide the ball to the individual and drop it into his arms.

ACTIVITY 3: Catch a tossed ball

MATERIALS: Lightweight, 8 1/2 inch in diameter plastic ball.

PROCEDURE:
1. Stand in front of the individual about 4 feet away.
2. Lightly toss the ball to the individual and say "catch". Toss the ball so that it travels in a low arc and hits the individual about lower chest level.
3. As the individual gains confidence, gradually increase the distance between you and the individual.
4. Once the individual can consistently catch the large, lightweight ball, try some heavier balls (rubber playground balls) and slightly smaller balls.

Also see activities included for skill assessment: catches ball with hands.

ASSESSMENT

SKILL: Catches ball with hands.

DESCRIPTION: When a lightweight, 8 1/2 inch plastic ball is tossed to him from a distance of 4 to 6 feet, the individual will successfully catch the ball using only his hands on two out of three attempts.

EQUIPMENT/
MATERIALS: Lightweight 8 1/2 inch in diameter plastic ball.

PROCEDURES:

1. Demonstrate and explain the task to the individual. If the individual understands and is capable of tossing the ball to you, have him throw it to you and you catch it with your hands.
2. If the individual can not toss it to you, have someone else do it, or toss the ball to yourself and catch it emphasizing the use of the hands only.
3. Stand about 4 to 6 feet in front of the individual. Before tossing the ball, make sure the individual is looking at the ball.
4. Gently toss the ball underhand to him so that the ball has a low arc and drops below his shoulders before making contact with the individual. Give verbal encouragement.

ACTIVITIES

SKILL: Catches ball with hands.

ACTIVITY 1: Catch a ball with hands.

MATERIALS: Lightweight plastic ball; different weight balls, different sizes.

PROCEDURE:

1. Stand about 3-4 feet in front of the individual.
2. Say "catch with your hands" and guide the ball into the individual's hands; emphasize "good, you caught the ball with your hands."
3. Repeat the activity emphasizing the use of the hands.
4. Once the individual consistently touches the ball with his hands only, lightly toss the ball to him.
5. Gradually increase the distance between you and the individual as he gains confidence.
6. When the individual can consistently catch the lightweight ball, try tossing a rubber playground ball.
7. Once the individual can consistently catch different weight balls, then try smaller balls.

ACTIVITY 2: Catch a bounced ball.

MATERIALS: Rubber playground balls from 8 1/2 inch in diameter to ones about size of a softball.

PROCEDURE:

1. Stand about 6 feet in front of the individual, and lightly bounce the largest ball you have to him. Bounce the ball so that it hits halfway between you and the individual.
2. Have the individual bounce the ball back to you.
3. Remind him to catch with his hands.
4. If the individual is working on counting, you can toss the ball so that it bounces 1-3 times; then he can count the number of bounces before he catches it.
5. Move to smaller size balls as the individual gains confidence in his performance.

ACTIVITY 3: Bounce and catch.

MATERIALS: Various size rubber playground balls.

PROCEDURE:
1. Give the individual a ball and you take one.
2. Drop the ball to the floor and catch it with two hands.
3. Have the individual do the same thing.
4. Use smaller balls as the individual shows consistency in his performance.

ACTIVITY 4: Dribbling.

MATERIALS: Rubber playground ball about the size of a basketball.

PROCEDURE:
1. Have the individual drop the ball to the floor.
2. As the ball rises up, have the individual push the ball to the floor again using one hand. If the individual doesn't understand how to dribble, physically assist him by placing your hand over his hand.
3. Then have him catch the ball.
4. Repeat the activity decreasing the amount of assistance until the individual can perform the task alone.
5. Repeat the activity increasing the number of dribbles.

ASSESSMENT

SKILL: Moves and catches ball not tossed directly to individual.

DESCRIPTION: When a lightweight 8 1/2 inch plastic ball is tossed to either side of the individual from a distance of 12 to 15 feet, the individual will successfully move in front of the ball and catch it with his hands on 4 out of 6 attempts.

EQUIPMENT/
MATERIALS: Lightweight 8 1/2 inch in diameter plastic ball.

PROCEDURES:

1. Demonstrate and explain the task to the individual. Have someone toss a ball approximately 2 to 3 feet to your left. Move in front of the ball and catch it with your hands.
2. Repeat the demonstration with the ball tossed to your right. Emphasize moving in front of the ball and catching it with your hands.
3. Stand 12 to 15 feet in front of the individual. Make sure he is watching the ball before you toss it.
4. Toss the ball underhand 2 to 3 feet to the right of the individual. Whether or not the individual catches the ball, toss the next one 2 to 3 feet to the left of the individual.
5. Continue to alternate the side to which you toss the ball. Give verbal encouragement.

ACTIVITIES

SKILL: Moves and catches ball not tossed directly to individual.

ACTIVITY 1: Move and catch side-to-side.

MATERIALS: Balls of various sizes, from 6 1/2 inch in diameter to ones about size of tennis balls.

PROCEDURE:
1. Have the individual stand about 10 feet in front of you.
2. Take the largest ball, and demonstrate and explain what you want him to do. When the ball is tossed, move behind the flight of the ball so that you catch the ball directly in front of your body.
3. Before tossing the ball, tell the individual which direction you are going to toss it.
4. Lightly toss the ball using an underhand motion, 2-3 feet to the left side of the individual.
5. Encourage the individual to use only his hands.
6. Repeat the task until the individual is able to move behind the ball and catch it with his hands.
7. Repeat the activity having the individual move to his right.
8. Once the individual gains confidence in his performance, gradually increase the distance the ball is tossed away from his body and gradually increase the distance between you and the individual.
9. Repeat the activity reducing the size of the ball.

ACTIVITY 2: Guess where I'll toss.

MATERIALS: Balls of various sizes, from 6 1/2 inch in diameter to ones about size of tennis balls.

PROCEDURE:
1. Follow the same procedures as Activity #1, but do not tell the individual to which side you will toss the ball.
2. If the individual has difficulty, toss the ball to the same side several times before mixing directions.

ACTIVITY 3: Move and catch forward and backward.

MATERIALS: Balls of various sizes, from 6 1/2 inch in diameter to ones about size of tennis balls.

PROCEDURE:
1. Have the individual stand about 10 feet in front of you.
2. Take the largest ball, and demonstrate and explain what you want him to do. When the ball is tossed, move backward or forward so that you catch the ball directly in front of your body.
3. Before tossing the ball, tell the individual which direction you are going to toss it.

4. Lightly toss the ball using an underhand motion, 2-3 feet in front of the individual and tell him to move "forward."
5. Encourage the individual to use only his hands.
6. Repeat the task until the individual is able to move and catch the ball with his hands.
7. Repeat the activity having the individual move backwards.
8. Once the individual gains confidence in his performance, gradually increase the distance the ball is tossed away from his body and gradually increase the distance between you and the individual.
9. Repeat the activity reducing the size of the ball.

Other Activities: Variations of the previous activities may be tried including:

1. bouncing the ball
2. rolling the ball
3. throwing fly balls

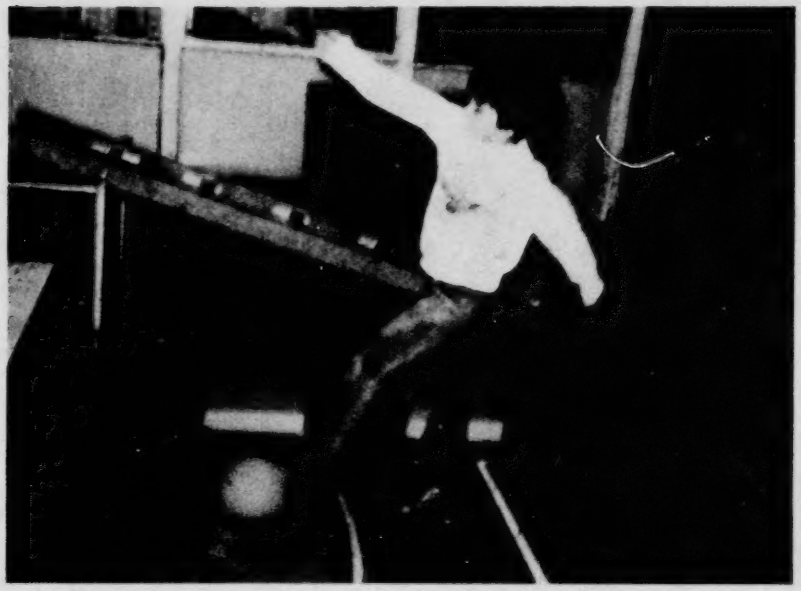
ASSESSMENT

SKILL: Kicks stationary ball with one step approach.

DESCRIPTION: When an 8 1/2 inch playground ball is placed in front of the individual, he will take at least a one step approach and kick the ball a minimum distance of 6 feet by taking a backswing and forward swing of the kicking foot on two out of three attempts.

EQUIPMENT/
MATERIALS: 8 1/2 inch in diameter playground ball.

PROCEDURES:
1. Demonstrate and explain the task to the individual. Place an 8 1/2 inch playground ball on a bean bag or other object which will prevent the ball from rolling.
2. Move about 5 feet behind the ball. Run to the ball, plant the support foot alongside the ball and swing the leg of the kicking foot through the ball so that the ball contacts the shoe-lace area (instep) of the foot. Kick the ball hard so that the body travels forward and/or up during the follow through of the kicking leg.
3. Emphasize the running approach and kicking the ball hard. If the individual is unable to perform kicking with a running approach, he will modify his performance.
4. Allow the individual to perform the skill. If needed, perform the skill with the individual as he is performing it. Give verbal encouragement.



ASSESSMENT

SKILL: Kicks rolling ball demonstrating a mature pattern.

DESCRIPTION: When a 8 1/2 inch playground ball is slowly rolled to the individual, he will kick the ball demonstrating a mature pattern a minimum distance of 10 feet on two out of three attempts characterized by:
(a) take a running approach of three or more steps,
(b) places the support foot close to the ball, and swing the kicking foot through the ball with the toes pointed straight ahead, and
(c) follows through with the kicking foot so that the support foot leaves the floor and/or travels forward.

EQUIPMENT/ MATERIALS: 8 1/2 inch in diameter playground ball.

PROCEDURES:
1. Demonstrate and explain the task to the individual. Have someone slowly roll an 8 1/2 inch playground ball to you.
2. Run to the ball, plant the support foot alongside the ball and swing the leg of the kicking foot through the ball so that the ball contacts the shoe-lace area (instep) of the foot.
3. Kick the ball hard so that the body travels forward and/or up during the follow through of the kicking leg. Emphasize the running approach and kicking the ball hard.
4. Allow the individual to perform the task. Give verbal encouragement.

ACTIVITIES

SKILL: Kicks ball demonstrating a mature pattern.

ACTIVITY 1: Sitting and swinging leg.

MATERIALS: Chair, cans.

PROCEDURE:
1. Sit the individual in the chair with the cans far enough away that he must swing his foot to knock the cans over.
2. Tell the individual to hit the cans, demonstrate the task and/or help the individual swing his foot to knock down the cans.

ACTIVITY 2: Standing and swinging leg.

MATERIALS: Same as above, also can use balls, large pillows, rolled up balls of newspaper.

PROCEDURE:
1. Place the individual in a standing position in front of the cans.
2. Demonstrate the task and have the individual copy you.
3. Standing in front of a can, pick up the kicking foot swinging it behind you, then swing the foot forward and knock over a can.

ACTIVITY 3: Hits rope then can.

MATERIALS: 2 chairs, cans and a rope, ribbon or other item which can be hung.

PROCEDURE:
1. Tie the rope between 2 chairs at a height that the individual must swing his foot up in back so that the knee is bent to a right angle.
2. The individual must hit the rope with his leg before trying to swing forward to kick the can.

ACTIVITY 4: Run and kick a stationary ball.

MATERIALS: Bean bag, 8 1/2 inch playground.

PROCEDURE:
1. Place the ball on the bean bag so that it does not roll.
2. Start about 5 feet from the ball, run and kick it as hard as you can.
3. Then have the individual do it.

ACTIVITY 5: Steps on the footprint and kicks.

MATERIALS: Bean bag, 8 1/2 inch playground ball, one footprint.

PROCEDURE:
1. Place the ball on the bean bag so it doesn't roll and place the footprint alongside of the ball. Make sure the footprint is for the support foot (the one not used to kick the ball).
2. Start about 5 feet from the ball, run and step onto the footprint then kick the ball hard.
3. Have the individual do it.

ACTIVITY 6: Swing and kick.

MATERIALS: None.

PROCEDURE:
1. Stand alongside of the individual, swing the kicking leg back then forward as hard as possible. Have the leg swing in front as far as possible so that you hop off the floor.
2. Have the individual do it encouraging him to "kick hard."

ACTIVITY 7: Run and kick hard.

MATERIALS: Bean bag, 8 1/2 inch playground ball.

PROCEDURE:
1. Place the ball on the bean bag so it doesn't roll.
2. Stand about 5 feet from the ball, run and kick the ball hard so that the follow through of your kicking leg carries your body up and/or forward.
3. Have the individual try it, encourage him to kick "hard."

ACTIVITY 8: Run and kick a rolling ball.

MATERIALS: 8 1/2 inch playground ball, mark a box on the floor to act as "home base", this may be done with tape, paper, or mat.

PROCEDURE:
1. Have the individual start about 5 feet behind the base.
2. Tell him to "run and kick the ball as it crosses the base."
3. Stand about 5 feet in front of the base and roll the ball slowly over the base, tell him to "run and kick."

ACTIVITY 9: Kick and run to a base.

MATERIALS: Same as Activity #8 and add first base.

PROCEDURE:
1. Repeat the same steps as Activity 8.
2. After the individual kicks the ball, have him run to first base.

Appendix A

Case Study

Case Study

Cathy is a 7 year old child. When she started at the Center, she was non-verbal and demonstrated limited experience in gross motor activities. She was interested only in pacing around the room or spinning objects. She also showed a great deal of fear of new experiences.

The following material is a copy of the program developed for Cathy while she was attending the D.T.C. It includes:

A. Initial Gross Motor Assessment

B. Initial Gross Motor Assessment Report

C. Interdisciplinary Goals and Program Interventions

D. Physical Education Goals and Objectives

E. Typical Lesson Plan

F. Update of Assessment

G. Semester Progress Report

A. Initial Gross Motor Assessment

GROSS MOTOR ASSESSMENT--Level II

Name Cathy M (F) Age 5½ Date 9/77

* (-) indicates performance less than mature or incorrect
** marks time-both feet are placed on each step or in each space
# when two or more phrases are separated by (/), circle appropriate one(s)

I. Balance

Comments

A. Walks on 9" wide walking board — walking - tends to shuffle feet

1. Forward
✓ walks entire length without stepping off
___ uses arms to maintain balance (-)
✓ arms remain relaxed at sides — does easily
___ has excess body motion (-)

2. Backwards
___ walks entire length without stepping off — would not do
___ uses arms to maintain balance (-)
___ arms remain relaxed at sides
___ has excess body motion (-)

3. Raised
___ walks with/without help — on incline - walked after initially sliding down & creeping on board; needs adult close by - insecure, but enjoys doing.
___ uses arms to maintain balance (-)
___ arms remain relaxed at sides — raised - walked w/ adult near or helping.
___ has excess body motion (-)

B. Walks on 4" wide balance beam

1. Forward — wouldn't attempt w/ demonstration.
___ steps on without help
___ walks entire length without stepping off; distance travelled___
___ walks placing one foot in front of other
___ walks using small/large steps
___ arms relaxed/up and out for balance (-)
___ has excess body motion (-)
___ steps off at end without help

2. Backwards
___ steps on without help
___ walks entire length without stepping off; distance travelled___
___ walks placing one foot behind other
___ walks using small/large steps
___ arms relaxed/up and out for balance (-)
___ has excess body motion (-)
___ steps off at end without help

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Comments

C. Steps into spaces of ladder lying on floor

1. Forward
___✓___ does without touching rungs
___✓___ feet (alternate)/mark time (-) does easily after model

2. Backwards
____ does without touching rungs would not attempt
____ feet alternate/mark time (-)

D. Stands on one foot

1. Preferred foot____ not attempted
length of time____
____ has excess motion and/or clamps non-support leg against support leg (-)

2. Non-preferred foot____
length of time____
____ has excess motion and/or clamps non-support leg against support leg (-)

E. Crosses midline of body using cross over step not attempted

____ starts with feet on same side of rope
____ steps across rope alternating feet
____ steps next to rope, toes pointing straight ahead
____ maintains balance

II. Climbing

A. Climbs stairs

1. Up
___✓___ feet alternate/mark time (-) sometimes alternated; sometimes marked time - R lead
___✓___ does without using hand rail

2. Down
____ feet alternate/(mark time) (-) - L lead
___✓___ does without using hand rail

B. Climbs ladder

1. Up
____ feet alternate/mark time (-) afraid; wouldn't put feet on rungs - stepped inbetween

2. Down
____ feet alternate/mark time (-)

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Comments

III. Play Equipment

A. Climbs on jungle gym — not attempted

____does without help; height climbed____

B. Plays on swing — not attempted

____pushes with feet (-)
____pumps legs

C. Plays on see saw

__✓__stays seated when his end is raised
__✓__accepts up and down movement
__✓__pushes with feet to raise his end

D. Plays on slide — not attempted

____climbs up without help
____slides down without help

E. Rides tricycle

__✓__ sits on it
__✓__ keeps feet on pedals
____pushes pedals - very little (10 sec)
____steers — needs help to start

F. Rides bike — not attempted

____does with training wheel
____maintains balance without training wheels
____steers
____uses brakes

IV. Locomotor and Body Projection

A. Runs — runs when angry

__✓__runs so there is a momentary period where both feet are not in contact with floor in each stride — for 5-10 ft.
____runs with even stride
____runs with heel to toe weight transfer — flated foted
____arms are bent/(straight) (-) — is usually flinging them
____arms swing back and forth rhythmically

B. Slides

1. preferred lead____ — not attempted
____moves sideways with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close step cycle

Comments

2. non-preferred lead____ not attempted
____moves sideways with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close-step cycle

C. Gallops

1. preferred lead____ not attempted
____faces direction travelling with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close-step cycle

2. non-preferred lead____
____faces direction travelling with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close-step cycle

D. Skips

____gallops (-) not attempted
____lame duck skip (-)
____has step-hop pattern
____has smooth, uneven rhythm
____feet recover close to floor
____arms relaxed and swing freely at sides in opposition to legs

E. Jumps off 2 foot high raised platform afraid; climbs down

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)

F. Jumps over stationary rope not attempted

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle

G. Jumps over moving rope not attempted

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)

Comments

____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle

H. Jumps over series of stationary obstacles — not attempted

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle
____has continuous rhythm

I. Performs standing long jump — not attempted

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward at take off
____extends arms/body forward at take off
distance jumped____

J. Performs hop scotch — not attempted

____has two feet-one foot-two feet pattern
____remains within boxes

K. Hops — not attempted

1. Preferred foot____
non-support leg position: ____in front of support leg
____behind support leg
____uses non-support leg in pumping action
____arms swing in opposition/swing up and/or out (-)
number of consecutive hops____

2. Non-preferred foot____

non-support leg position: ____in front of support leg
____behind support leg
____uses non-support leg in pumping action
____arms swing in opposition/swing up and/or out (-)
number of consecutive hops____

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Comments

VI. Ball Skills

showed interest; took balls & held them; no one else could touch them; wouldn't throw to someone.

A. Throws using 2 hand chest pass

____holds ball at chest using 2 hands
____pushes ball away from chest by extending arms
____steps forward and shifts weight forward
____throws to partner so can be caught____feet away

B. Throws overhand with____hand

would not do

____cocks hand overhead
____releases ball overhand
____steps forward onto____foot and shifts weight forward
____has body rotation
____has preparatory wind up of throwing arm
____throws to partner so can be caught____feet away

C. Throws underhand with____hand

large ball- used two hands & threw into air; small ball- preferred right hand

____has backswing of throwing arm
____releases ball underhand
____steps forward onto____foot and transfers weight forward
____throws to partner so can be caught____feet away

D. Rolls ball with____hand

pushed ball while kneeling on floor; creeped after it watching it roll.

____has backswing of throwing arm
____releases ball so it rolls on floor
____steps forward onto____foot and bends knees
____rolls so hits target____feet away

E. Catches ball

took ball out of adult's hands

____watches ball
____reaches ball with both hands as it comes to body
____catches with hands/traps ball (-)
____catches large/medium/small balls

F. Catches ball not tossed directly to him

not attempted

____watches ball
____reaches ball with both hands as it comes to body
____catches with hands/traps ball (-)
____catches large/medium/small balls
____moves body in line with tossed ball

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Comments

G. Kicks stationary ball with R foot — walked up to ball; took no backswing mainly pushed ball & watched it roll.

____takes running/walking approach, 3 steps minimum
____does not pause to kick ball
____makes solid contact with ball; kicks hard

H. Kicks rolling ball with___foot — not attempted

____takes running/walking approach, 3 steps minimum
____does not pause to kick ball
____makes solid contact with ball; kicks hard

I. Drops and catches large ball using two hands — dropped ball & watched it bounce

____drops and catches ball after one bounce

J. Dribbles ball — hit rubber playground ball w/ one hand while ball was resting on floor so it took several bounces.

1. preferred hand____
____dribbles in place
____dribbles while walking/running
____keeps ball under control, no higher than chest level
____hand pushes ball down to floor

2. non-preferred hand____
____dribbles in place
____dribbles while walking/running
____keeps ball under control, no higher than chest level
____hand pushes ball down to floor

K. Using whiffle bat, bats___handed — not attempted

____has parallel stance
____swings bat so arms extended at contact
____follows through with bat
____transfers weight onto forward foot
____makes solid contact with ball
____hits medium/small ball off batting tee
____hits medium/small ball tossed underhand

L. Uses plastic hockey stick and puck — not attempted

____can hit puck to partner
____stops puck hit to him
____dribbles puck

M. Shoots basketball — not attempted

____uses 2 hand/1 hand shoot
____makes lay ups
____makes set shots

VII. Trampoline

Comments

excited & happy to jump; didn't like rope around waist-used for spotting; wanted to climb on & off.

____bounces on feet remaining on cross +
____performs check bounce (bounce and stop)
____bounces on knees
____performs knee drop
____performs seat drop
____performs 4 point (hands and knees) drop
____performs front drop
____performs 1/4, 1/2, 3/4, full turns
____performs tuck/pike/straddle bounce
____performs stunt combinations:

VIII. Interaction skills

can't be physically assisted-easily aggitated; will accept adult commands even though doesn't want to do it but needed time to respond; often screams & cries

____accepts/responds to adult initiated interactions
____initiates interactions with adult
____accepts/responds to peer initiated interaction
____initiates interactions with peers
____plays parallel/cooperatively/competitively

B. Initial Gross Motor Assessment Report

Name: Cathy
Age: 6
Birthdate: 9/22/71
Date of Report: 9/27/77
Reporter/Examiner: Joan Henn

GROSS MOTOR ASSESSMENT (LEVEL II)

6/77
JMH

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Skill Description	Performance	Next Steps
I. Balance		
walks on 6" wide walking board forwards	Does easily; tends to shuffle feet	
backwards	Not attempted	Introduce moving backwards
incline	Initially afraid, slid down it; then tried walking on it; able to do independently after several practice attempts.	Provide opportunities for practice.
raised	Will do if adult is near or helping	Provide opportunities for practice.
walks on 4" wide balance beam: forwards	Would not attempt	Continue to demonstrate and encourage performance
backwards	Not attempted	
steps into spaces of ladder lying on floor forwards	Did easily one time following a demonstration	Provide opportunities for practice.
backwards	Not attempted	
stands on one foot	Not attempted	

Skill Description	Performance	Next Steps
II. Climbing climbs up stairs	Likes to do; feet usually alternate; sometimes has right lead marking time (both feet placed on each step)	Provide opportunities to use in obstacle courses.
climbs down stairs	Feet mark time with left foot lead	
climbs up ladder	Afraid to climb; will step through spaces of ladder only.	Provide opportunities to climb ladder placed on low incline
climbs down ladder	Will not do	Same as above.
III. Play Equipment climbs on jungle gym	Initially afraid; would not do; began to explore climbing up and down	
plays on swing	Unable to assess	
plays on see saw	Sits on it; accepts being moved up and down	Provide opportunities to practice; encourage pushing off with feet to raise her end from ground
plays on slide	Unable to assess	
rides on tricycle	Sits on it; needs help to start movement; only pedals for 2-3 seconds, then climbs off.	Provide opportunities to practice pedalling.

Skill Description	Performance	Next Steps
IV. Locomotor and Body Projection runs	Runs flat-footed; arms are usually straight and swinging in any direction; runs in very short spurts when angry or happy.	Allow opportunities to do.
slides (moving sideways)	Not attempted	
jumps off 2 foot high raised platform	Afraid; climbs down	Provide opportunities to jump from low heights.
jujps over stationary rope	Not attempted	
hops	Not attempted	
V. Ball Skills throws using 2-hand chest pass	Showed interest in ball; wanted to collect all of them; will not throw to anyone; tosses ball underhand, with one hand if small ball and 2 hands if large ball, to ceiling.	Demonstrate chest pass throwing ball to target on wall and encourage performance.
throws overhand with one hand	No	
throws underhand with one hand	Will hold small ball in one hand, usually right and throw toward ceiling.	
rolls ball with one hand	Pushes ball away from her, then crawls after it watching it roll.	Attempt to get Cathy to roll ball to someone.

Skill Description	Performance	Next Steps
catches ball	Takes ball out of adult's hand	
kicks stationary ball	Pushes ball with feet and watches it roll	Demonstrate kicking ball and encourage performance
drops and catches large ball using two hands	Will drop ball to floor and watch it bounce.	
VI. Trampoline bounces on feet	Really likes trampoline; very excited when watching another child jump; likes to jump on it; did not like rope tied around waist used for spotting; wanted it off.	Provide opportunities to practice.
performs check bounce (bounce and stop by bending knees)	No	
bounces on knees	No	Introduce bouncing on knees
performs knee drop	No	
performs seat drop	No	
performs four-point drop (hands and knees)	No	

Skill Description	Performance	Next Steps
VII. Interaction Skills		
accepts/responds to adult initiated interactions	Initially moved away or pushed adult away; when feels comfortable with adult and environment, will respond to many commands; when doesn't want to do what is asked will whine, scream, or run away; if adult persists will follow through and complete tasks but may whine. Will not accept physical assistance; will follow demonstrations.	Provide alot of opportunities for interaction; recognize feelings verbally.
initiates interactions with adults	When wants help, will come to adult and take hands; beginning to repeat some words, "help me", "go away", "happy", "mad".	Provide alot of opportunities for interaction; recognize feelings verbally.
accepts/responds to peer initiated interactions	Not interested in peer	Provide opportunities for interactions.
initiates interactions with peers	No	
plays parallel/cooperatively/ competitively	Plays alone	

Cathy demonstrates limited exposure to gross motor activities. When she feels comfortable within the environment, she will often watch what the adult is doing and copy her action. Once Cathy tries something new, she repeats it many times. It appears Cathy needs lots of opportunities to explore.

Joan Henn

Joan Henn, Demonstration Adaptive Physical Education Teacher

C. Interdisciplinary Goals and Program Interventions

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6500

NAME OF REPORT: Individualized Educational Plan (I.E.P.)

Name: Cathy
Age: 6 years 3 months
Birthdate: 9/22/71
Date of Report: 1/10/78
Reporter/Examiner: Nancy Dalrymple/Trish McWilliams

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

Goals and Objectives and Program Interventions:

1. Cathy will communicate her needs verbally.

   A. Cathy will spontaneously and consistently verbalize her needs by saying: Go away, mine, look, give me, come, no, etc.

   B. Cathy will respond to: "What do you want?" by saying: "I want____." i.e., help, foods, play, objects, etc.

   C. Cathy will label familiar objects and actions.

Interventions:

   1a. When Cathy screams provide her with the appropriate words, such as: Tell, go away, look, happy, help me, mine, I like____,etc.

   1b. Label verbs and nouns for her.

   1c. Adults will model verb-object phrase or noun-verb object; but not require Cathy to respond. (i.e., kick ball or Cathy kicks ball or Cathy is kicking the ball) Expand Cathy's speech with these models.

   1d. Expect Cathy to label things she knows when appropriate (refer to updated word list.)

   1e. When explaining things to Cathy use simple sentences and words she knows.

2. Cathy will attend to tasks.

   A. Cathy will attend to assigned tasks independently for 5 minutes.

B. Cathy will attend to structured tasks:

a. in a group for 10-15 minutes
b. in individual work or in a small group (2 or 3) for 30 minutes

C. Cathy will choose play materials and use them appropriately for 5 minutes.

Interventions:

2a. Provide immediate reinforcement for new and difficult tasks.

3. Cathy will comply with routine

A. Cathy will comply with routine directions within 60 seconds.

B. When Cathy has been directed to do so, she will follow daily routines that have been learned.

Interventions:

3a. Because Cathy has a tendency to use the bathroom to avoid certain tasks, be sure she goes to the toilet before beginning an aversive task. Cathy says "potty" when she is agitated or frustrated even when she doesn't have to go.

3b. Before you give a command, give information such as, "It is time to_____." Wait.
Give the command.
Wait 5 seconds.
Give the command again and add, "I will count, then I will help you."
Count to 3 out loud, then gently and firmly assist her.
If she fusses while you are helping, continue with task and ignore it.
Once you give a command, you must follow through. If you choose to ignore Cathy's behavior, don't give the command.

3c. Use do this; then you may do this for tasks Cathy doesn't want to do, i.e., "Cathy, put your coat on, then you may go outside." or "Cathy eat a bite of carrot, then you may have cookie."

4. Cathy will experience success in interactions with adults and peers.

A. Cathy will explore her environment.
B. Cathy will observe interactions between others.
C. Cathy will practice observed activities.
D. Cathy will play parallel.
E. Cathy will participate in interactions with adults.
F. Cathy will interact with one peer with adult direction.

Interventions:

4a. Permit Cathy time to explore her environment and allow her to repeat new tasks until she feels comfortable.
b. Permit Cathy some time for sitting alone to spin objects and to rock when she is upset. Approach her quietly and talk softly.
c. To help correct Cathy's tendency to turn in with her feet provide a pair of sturdy, low, flat shoes. Also perform the exercises recommended by the physical therapist.

Parent Goals and Objectives:

1. Parents will be involved as members of D.T.C. interdisciplinary team in order to achieve the goals set for Cathy.
   A. Parents will have realistic expectations of Cathy's abilities.
   B. Parents will respond effectively with Cathy.

2. Parents will be involved with the D.T.C. Parent program.
   A. Parents will participate in D.T.C. parent group.
   B. Parents will pick Cathy up at 4:00 p.m. on Friday afternoons and participate in a 30 minute information sharing meeting with a D.T.C. staff member. Cathy will be returned on Sundays after 5:00 p.m.
   C. D.T.C. and Parents will set up an observation/demonstration schedule.
   D. D.T.C. will respond realistically to parent's needs.

D. Physical Education Goals and Objectives

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-6500

NAME OF REPORT: Goals and Objectives for Physical Education

Name: Cathy
Age: 6
Birthdate: 9/22/71
Date of Report: 10/20/77
Reporter/Examiner: Joan Henn

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

1. Cathy will independently perform a variety of movement activities using equipment.
   a. She will walk across the 4" wide balance beam forward independently.
   b. She will walk across the raised 6" wide board forward independently.
   c. She will walk across the 6" wide board backwards independently.
   d. She will step into the spaces of a ladder lying on the floor alternating feet when moving forward independently.
   e. She will step into the spaces of a ladder on the floor moving backwards independently.
   f. She will jump down from various height ranging from 6" to 2' using a two foot take off and landing independently.
   g. She will jump over a series of sticks using a continuous rhythmmical jumping pattern taking off and landing on two feet.
   h. She will climb up and down a ladder placed on an incline placing her feet on the rungs.

2. Cathy will model the performance of an adult executing certain locomotor skills.
   a. She will perform the step-close-step pattern used in the slide and gallop leading: (1) with the right foot
      (2) with the left foot
   b. She will hop on one foot with minimal assistance.

3. Cathy will model the performance of an adult executing certain ball skills.
   a. She will throw a small ball overhand with the right hand into a large box.
   b. She will throw a medium size ball using two hands starting the ball at chest level into a large box.
   c. She will kick a stationary ball using the right foot and a running approach.
   d. She will catch a medium size ball that is gently tossed to her from a distance of 3-5 ft.

4. Cathy will demonstrate an interest in selected play equipment.
   a. She will sit on and pedal a tricycle for a minimum of 2 minutes.
   b. She will sit on and move a scooter board by pushing/pulling with her feet and hands.

Goals and Objectives for P.E.
Cathy
Page 2

c. She will sit on a see saw and participate in the activity with another peer for a minimum time of 3 minutes.

Joan Henn
Demonstrative Adaptive
Physical Education Teacher

E. Typical Lesson Plan

NAME: Cathy LESSON #: 26 DATE: 12/13/77 TIME: 9:00-9:30

Objective or Activity	Important Points & Procedures	Evaluation of Lesson
Climbing	Climb ladder placed on incline keeping feet on rungs	Did without assistance
Balance and Perception moving forward	1. walk across 9" raised board independently	Raised: with help, then wanted to do independently
	2. walk forward stepping into spaces of ladder alternating feet	Alternated easily without touching rungs.
	3. walk forward on 4" wide balance beam independently	When going slowly, about ½ way
moving backward	1. walk across 9" wide board independently	Didn't do this one
	2. walk backwards stepping into spaces of ladder independently	Without help - marked time (2 feet each space)
	3. walk backwards on 4" wide balance beam with minimal assistance	Didn't do this one
Jumping trampoline	1. allow free play	Sat on trampoline; not interested in standing and bouncing; did one time when encouraged by adult
	2. encourage jumping on feet when she seems receptive	
from platform	Jump down from 2' high platform independently taking off and landing on 2 feet; land inside the hoop placed on mat	Asked for help initially then did on own
over stick	Jump over stick placed on mat	No, watched but would not attempt
Locomotor gallop (or slide)	Perform step-close-step pattern with minimal assistance, use demonstration and encourage performance	Slide-likes to do with me; leading right-does step-close leading left-keeps feet apart

Objective or Activity	Important Points & Procedures	Evaluation of Lesson
Ball Skill		
overhand pass	Throw small ball overhand with right hand to target on walk, staying inside hoop until ball is released	Moved circle forward; blue ball was distracting, throws stage 3 consistently (steps forward onto right foot)
chest pass	Throw medium size ball to target on wall starting ball at chest (provide some assistance if needed to start ball at chest level)	Needed reminder to start ball at chest.
kicking	Kick stationary ball with running approach; have Cathy start behind red line, place ball 5' from line	Didn't do - ran out of time
Play Equipment		
tricycle (big wheel)	Pedal tricycle a minimum distance of 10 feet independently	Didn't do - ran out of time
scooter board	Sit on and move forward, backwards, sideways, etc. for at least 30 seconds; adult will model	Didn't do - ran out of time

F. Update of Assessment

CODE
original assessment = ✓ & print
re-assessment = X & hand written

GROSS MOTOR ASSESSMENT--Level II

Name Cathy M (F) Age 5½ Date 9/77 (original assessment)
12/77 (re-assessment)

* (-) indicates performance less than mature or incorrect
** marks time-both feet are placed on each step or in each space
# when two or more phrases are separated by (/), circle appropriate one(s)

I. Balance

Comments

A. Walks on 9" wide walking board — walking - tends to shuffle feet some

1. Forward
X ✓ walks entire length without stepping off
___ uses arms to maintain balance (-)
X ✓ arms remain relaxed at sides — does easily
___ has excess body motion (-)

2. Backwards
X ___ walks entire length without stepping off — would not do
___ uses arms to maintain balance (-)
X ___ arms remain relaxed at sides
___ has excess body motion (-)

3. Raised
X ___ walks with/(without) help — on incline - walked after initially sliding down & creeping on board; needs adult close by - insecure, but enjoys doing.
___ uses arms to maintain balance (-)
___ arms remain relaxed at sides — raised - walked w/ adult near or helping.
___ has excess body motion (-) — walks slowly; sometimes doesn't look where going; occasionally falls.

B. Walks on 4" wide balance beam

1. Forward
X ___ steps on without help → about 50% of time — wouldn't attempt w/ demonstration.
___ walks entire length without stepping off; distance travelled ___
X ___ walks placing one foot in front of other
X ___ walks using (small)/large steps
X ___ arms relaxed/(up and out for balance) (-)
___ has excess body motion (-)
___ steps off at end without help

2. Backwards
___ steps on without help
___ walks entire length without stepping off; distance travelled ___
X ___ walks placing one foot behind other — only with adult help - holds both of adult's hands.
X ___ walks using (small)/large steps
___ arms relaxed/up and out for balance (-)
___ has excess body motion (-)
___ steps off at end without help

Comments

C. Steps into spaces of ladder lying on floor

1. Forward

✗ ✓ does without touching rungs
✗ ✓ feet (alternate)/mark time (-) does easily after model same

2. Backwards

____does without touching rungs would not attempt without help-marks time
____feet alternate/mark time (-) with help - alternates looks for assistance

D. Stands on one foot

1. Preferred foot____ not attempted not attempted
length of time____
____has excess motion and/or clamps non-support leg against support leg (-)

2. Non-preferred foot____
length of time____
____has excess motion and/or clamps non-support leg against support leg (-)

E. Crosses midline of body using cross over step not attempted not attempted

____starts with feet on same side of rope
____steps across rope alternating feet
____steps next to rope, toes pointing straight ahead
____maintains balance

II. Climbing

A. Climbs stairs

1. Up

✓ feet alternate/mark time (-) sometimes alternated; sometimes marked time - R lead not practiced
✓ does without using hand rail

2. Down

____feet alternate/(mark time) (-) - L lead
✓ does without using hand rail

B. Climbs ladder

1. Up

✗ ____feet alternate/(mark time) (-) afraid; wouldn't put feet on rungs - stepped inbetween → consistently

2. Down

✗ ____feet alternate/(mark time) (-) faces forward

Page 3

Comments

III. Play Equipment

A. Climbs on jungle gym — not attempted

____does without help; height climbed____ — not practiced

B. Plays on swing — not attempted

____pushes with feet (-) — not practiced

____pumps legs

C. Plays on see saw

__✓__stays seated when his end is raised — not practiced

__✓__accepts up and down movement

__✓__pushes with feet to raise his end

D. Plays on slide — not attempted

____climbs up without help — not practiced

____slides down without help

E. Rides tricycle — sits for 15-30 seconds; seems to like it but trike is too small for her.

__✓__sits on it

__✓__keeps feet on pedals

____pushes pedals - very little (10 sec) needs help to start

____steers

F. Rides bike — not attempted

____does with training wheel — not attempted

____maintains balance without training wheels

____steers

____uses brakes

IV. Locomotor and Body Projection

A. Runs — runs when angry

__✓__runs so there is a momentary period where both feet are not in contact with floor in each stride — for 5-10 ft.

____runs with even stride — shuffles feet or runs on toes for short distances (5-10 ft.)

____runs with heel to toe weight transfer — flated footed

____arms are bent/(straight) (-) — is usually flinging them

____arms swing back and forth rhythmically - arms not used at all

B. Slides

1. preferred lead right

____moves sideways with uneven rhythm — not attempted

____has step-close-step action — holds adult's hands & will perform step-close pattern; has "close" - no feet come together 50% of time.

____has momentary period where both feet are off of floor in each step-close step cycle

Comments

2. non-preferred lead *left*

____moves sideways with uneven rhythm — not attempted
____has step-close-step action — will hold adult's hands
____has momentary period where both feet are off of floor in each step-close-step cycle — attempt step-close patter steps to side with left fo but doesn't bring right f next to it.

C. Gallops

1. preferred lead *right*

X ____faces direction travelling with uneven rhythm — not attempted
X ____has step-close-step action — observed doing spontan
X ____has momentary period where both feet are off of floor in each step-close-step cycle — slowly for 8-12 ft.; doesn't do on command or w/ demonstration.

2. non-preferred lead____

____faces direction travelling with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close-step cycle

D. Skips

____gallops (-) — not attempted
____lame duck skip (-) — not attempted
____has step-hop pattern
____has smooth, uneven rhythm
____feet recover close to floor
____arms relaxed and swing freely at sides in opposition to legs

E. Jumps off 2 foot high raised platform — afraid; climbs down

X ____takes off from two feet/one foot (-)
X ____lands on two feet/one foot (-) — falls after landing on 2 feet usually asks for help, holds one of adult's hands.
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)

F. Jumps over stationary rope — not attempted

X ____takes off from two feet/one foot (-) — jumps with a model does easily
X ____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
X ____uses arms for balance only (-)
X ____jumps just high enough to clear obstacle

G. Jumps over moving rope — not attempted

____takes off from two feet/one foot (-) — not attempted
____lands on two feet/one foot (-)
____falls when landing (-)

Comments

____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle

H. Jumps over series of stationary obstacles — not attempted not attempted

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle
____has continuous rhythm

I. Performs standing long jump — not attempted not attempted

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward at take off
____extends arms/body forward at take off
distance jumped____

J. Performs hop scotch — not attempted not attempted

____has two feet-one foot-two feet pattern
____remains within boxes

K. Hops — not attempted not attempted

1. Preferred foot____
non-support leg position: ____in front of support leg
____behind support leg
____uses non-support leg in pumping action
____arms swing in opposition/swing up and/or out (-)
number of consecutive hops____

2. Non-preferred foot____

non-support leg position: ____in front of support leg
____behind support leg
____uses non-support leg in pumping action
____arms swing in opposition/swing up and/or out (-)
number of consecutive hops____

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Comments

VI. Ball Skills

showed interest; took balls & held them; no one else could touch them; wouldn't throw to someone.

A. Throws using 2 hand chest pass

X ____holds ball at chest using 2 hands w/ verbal cue & occasional phipical assist
X ____pushes ball away from chest by extending arms
____steps forward and shifts weight forward
X ____throws to ~~partner so can be caught~~ target 8 feet away

B. Throws overhand with ~~right~~ hand — would not do

X ____cocks hand overhead
X ____releases ball overhand
X ____steps forward onto ~~right~~ foot and shifts weight forward
____has body rotation
____has preparatory wind up of throwing arm
____throws to ~~partner so can be caught~~ target up to 10 feet away

likes to walk up to target so very close, then throw

C. Throws underhand with ____ hand

large ball- used two hands & threw in air; small ball- preferred right hand

____has backswing of throwing arm
____releases ball underhand
____steps forward onto ____ foot and transfers weight forward
____throws to partner so can be caught ____ feet away

not practiced

D. Rolls ball with ____ hand

pushed ball while kneeling on floor; creeped after it watching it roll.

____has backswing of throwing arm
____releases ball so it rolls on floor
____steps forward onto ____ foot and bends knees
____rolls so hits target ____ feet away

not practiced

E. Catches ball

took ball out of adult's hands

____watches ball
____reaches ball with both hands as it comes to body
____catches with hands/traps ball (-)
____catches large/medium/small balls

doesn't understand; accepts ball given to her or comes & takes it.

F. Catches ball not tossed directly to him — not attempted

____watches ball
____reaches ball with both hands as it comes to body
____catches with hands/traps ball (-)
____catches large/medium/small balls
____moves body in line with tossed ball

not attempted

Comments

G. Kicks stationary ball with R foot — walked up to ball; took no backswing; mainly pushed ball & watched it roll.

X ____takes running/walking approach, 3 steps minimum → uses 2-3 short running steps.
____does not pause to kick ball
____makes solid contact with ball; kicks hard — has limited backswing; kicks hard enough for ball to roll 15-20 ft.; likes to do--kicks then chases ball.

H. Kicks rolling ball with____foot — not attempted

____takes running/walking approach, 3 steps minimum — not attempted
____does not pause to kick ball
____makes solid contact with ball; kicks hard

I. Drops and catches large ball using two hands — dropped ball & watched it bounce

____drops and catches ball after one bounce — not practiced

J. Dribbles ball — hit rubber playground ball w/ one hand while ball was resting on floor so it took several bounces.

1. preferred hand____
____dribbles in place
____dribbles while walking/running — not practiced
____keeps ball under control, no higher than chest level
____hand pushes ball down to floor

2. non-preferred hand____
____dribbles in place
____dribbles while walking/running
____keeps ball under control, no higher than chest level
____hand pushes ball down to floor

K. Using whiffle bat, bats____handed — not attempted

____has parallel stance — not attempted
____swings bat so arms extended at contact
____follows through with bat
____transfers weight onto forward foot
____makes solid contact with ball
____hits medium/small ball off batting tee
____hits medium/small ball tossed underhand

L. Uses plastic hockey stick and puck — not attempted

____can hit puck to partner — not attempted
____stops puck hit to him
____dribbles puck

M. Shoots basketball — not attempted

____uses 2 hand/1 hand shoot — not attempted
____makes lay ups
____makes set shots

VII. Trampoline

Comments

excited & happy to jump; didn't like rope around waist-used for spotti wanted to climb on & off.

____bounces on feet remaining on cross +
____performs check bounce (bounce and stop)
____bounces on knees
____performs knee drop
____performs seat drop
____performs 4 point (hands and knees) drop
____performs front drop
____performs 1/4, 1/2, 3/4, full turns
____performs tuck/pike/straddle bounce
performs stunt combinations:

doesn't seem to like it; only wan to sit on it; shows some fear of getting on & off; doesn't like rope will bounce on feet only a few time & only when encouraged by adult

VIII. Interaction skills

____accepts/responds to adult initiated interactions
____initiates interactions with adult
____accepts/responds to peer initiated interaction
____initiates interactions with peers
____plays parallel/cooperatively/competitively

can't be physically assisted-easily aggitated; will accept adult comman even though doesn't want do it but needed time t respond; often screams & cries.

looks for adult attention verbally expressing what she wants; at times, accepting peer being close to her; will play parallel with peer doing her own activity for short time periods (2-4 minutes)

G. Semester Progress Report

INDIANA UNIVERSITY
Developmental Training Center
2853 EAST TENTH STREET
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-4300

NAME OF REPORT: End of Semester Progress Report for Physical Education

Name: Cathy
Age: 6
Birthdate: 9-22-71
Date of Report: 12-14-77
Reporter/Examiner: Joan Henn

Pursuant to PL93-568, this information cannot be disseminated to any other agency without the written consent of the parents.

Unless otherwise specified, this report should not be used for program decisions 1 year from the date of this report.

Skill Description	Initial Assessment	Performance 12/77	Next Steps
I. Balance walks on 9" wide walking board forwards -	Does easily;tends to shuffle feet	Does easily	
backwards -	Not attempted	Not practiced	Provide practice
raised -	Will do if adult is near or helping	Sometimes requests help to stand up, sometimes to walk; when does independently, does very slowly; doesn't always look; occasionally falls	Provide practice so will do independently consistently
walks on 4" wide balance beam: forwards -	Would not attempt	Takes 2-4 steps independently; looks for help	Walk 1/2 distance independently consistently
backwards -	Not attempted	Holds 2 hands of adult's and alternates	Walk with 1 hand assist consistently

Skill Description	Initial Assessment	Performance 12/77	Next Steps
skips	Not attempted	Does not do	
gallops	Not attempted	Has been observed galloping spontaneously;doesn't do on command or with demonstration	Provide demonstration and encourage performance
jumps off 2 foot high raised platform	Afraid; climbs down	Occasionally asks for help, shows some fear; once she has practiced it, will do independently; jumps up and out, sometimes falls on landing	
jumps over stationary rope	Not attempted	Jumps over with model; does easily	
V. Ball Skills throws using 2-hand chest pass	Showed interest in ball; wanted to collect all of them; will not throw to anyone; tosses ball underhand, with one hand if small ball and 2 hands if large ball, to ceiling	With verbal cue and physical assist, will start ball at chest and push ball away to target about 8 feet away	Continue practice to gain consistency
throws overhand with one hand - right	No	Likes to walk up to target; occasionally will stand still and throw, cocks arm overhead, usually steps onto right foot, throws fairly hard; hits target 5-10 feet away	Practice throwing from within a boundary; increas distance target is from boundary
throws underhand with one hand	Will hold small ball in one hand, usually right and throw toward ceiling	Not practiced	
rolls ball with one hand	Pushes ball away from her, then crawls after it watching it roll	Not practiced	
catches ball	Takes ball out of adult's hand	Doesn't understand what this means; accepts ball given to her or comes and takes it	
kicks stationary ball	Pushes ball with feet and watches it roll	Likes to do; runs and kicks ball, usually uses 2-3 step approach - very short, quick steps; has little back swing and follow through of kicking leg but kicks fairly hard; likes to chase ball after kicks it	
kicks rolling ball	Not practiced	Not practiced	

Skill Description	Initial Assessment	Performance 12/77	Next Steps
steps into spaces on ladder lying on floor forwards -	Did easily one time following a demonstration	Alternates; doesn't touch rungs	
backwards -	Not attempted	with help-alternates; looks for assistance-holding both of adult's hands;without help, marks time - 2 feet in each space	Encourage alternating feet, reduce assistance
stands on one foot	Not attempted		
II. Climbing climbs up stairs	Likes to do; feet usually alternate; sometimes has right lead marking time (both feet placed on each step)	Not practiced	
climbs down stairs	Feet mark time with left foot lead	Not practiced	
climbs up ladder	Afraid to climb; will step through spaces of ladder only	Marks time; places both feet on rungs each time; is currently doing this consistently	Provide practice to maintain consistency
climbs down ladder	Will not do	Faces forwards, so slides down; places two feet on each rung	
III. Play Equipment rides on tricycle	Sits on it; needs help to start movement; only pedals for 2-3 seconds, then climbs off	Sits on it; accepts being encouraged to pedal for very short periods of time - 15-30 seconds; doesn't seem to like it (trike is too small)	Continue practice
IV. Locomotor and Body Projection runs	Runs flat-footed; arms are usually straight and swinging in any direction; runs in very short spurts when angry or happy.	Shuffles feet or runs on toes for very short distances (10-15 feet); arms not used in any fashion to help her run; they are held at different positions	
slides (moving sideways) preferred lead Right	Not attempted	Accepts adult holding her hands and mirrowing "step-close" pattern; consistently steps to side; had "close" part about 50% of time	Continue practice
slides non-preferred lead left	Not attempted	Same as right; crosses legs when performing the "close" part rather than bringing the feet together	

Skill Description	Initial Assessment	Performance 12/77	Next Steps
VI. Trampoline bounces on feet	Really likes trampoline; very excited when watching another child jump; likes to jump on it; did not like rope tied around waist used for spotting; wanted it off	Not really interested; doesn't like climbing on and off; likes to sit on trampoline and get tangled up into spotting rope; will bounce on seat or knees, or jump when encouraged	Encourage jumping on feet
VII. Interaction Skills accepts/responds to adult initiated interactions	Initially moved away or pushed away; when feels comfortable with adult and environment, will respond to many commands; when doesn't want to do what is asked, will whine, scream, or run away; if adult persists will follow through and complete tasks but may whine. Will not accept physical assistance; will follow demonstrations	Most of time looks for adult attention, enjoys it; sometimes when requested to do something, will avoid adult and play "chase" game	
initiates interactions with adults	When wants help, will come to adult and take hands; beginning to repeat some words, "help me", "go away", "happy", "mad"	Comes up to adult often looking for attention and approval; sometimes verbally communicates greeting and/or what she wants; also says "go away" or whines when doesn't want adult help or attention	
accepts/responds to peer initiated interactions	Not interested in peer	Accepting a peer being close; sometimes takes turn ~~on equipment; gets upset if~~ peer comes into private space; usually whines but will say "go away" once it has been modelled	
initiates interactions with peers	No	No	
plays parallel/cooperatively/ competitively	Plays alone	Parallel doing her own activity	

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Joan M. Henn

Joan Henn, Demonstration Adaptive Physical Education Teacher

Appendix B

Gross Motor Assessment Forms

GROSS MOTOR ASSESSMENT--Level I

Name_____ M F Age_____Date_____

* (-) indicates performance less than mature or incorrect
** marks time-both feet are placed on each step or in each space
/ when two or more phrases are separated by (/), circle appropriate one(s)

I. Locomotion and Balance — Comments

A. Creeps 10 feet without assistance (on hands and knees)

____moves forward toward object without help
____moves backwards without help
____uses contralateral (opposite hand from leg)/ ipsilateral (same side) (-)* pattern

B. Walks 20 feet without assistance

1. Forward
____walks with heel to toe weight transfer
____walks using even stride without help
____walks with small steps, feet wide for balance without help (-)
____arms swing back and forth rhythmically
____arms held up and/or out for balance (-)

2. Backwards
____walks with toe to heel weight transfer
____walks using even stride without help
____walks with small steps, feet wide for balance without help (-)
____arms swing back and forth rhythmically
____arms held up and/or out for balance (-)

C. Walks on 9" wide walking board

1. Forward
____steps on without help
____walks without stepping off; distance travelled_____

____arms relaxed at sides
____arms held up and/or out for balance (-)
____steps off without help

2. Backwards
____steps on without help
____walks without stepping off; distance travelled_____

____arms relaxed at sides
____arms held up and/or out for balance (-)
____steps off without help

Comments

D. Walks on 9" wide walking board placed on incline

____steps on without help
____walks without stepping off; distance travelled_____

____arms relaxed at sides
____arms held up and/or out for balance (-)
____steps off without help

E. Steps into spaces of ladder lying on floor

1. Forward
____does without touching rungs
____feet alternate/marks time ** (-)

2. Backward
____does without touching rungs
____feet alternate/marks time ** (-)

F. Walks on 4" wide balance beam

1. Forward
____steps on without help
____walks placing one foot in front of other without stepping off; distance travelled_____

____arms relaxed at sides
____arms held up and/or out for balance (-)
____does not have excess body motion
____steps off without help

2. Backwards
____steps on without help
____walks placing one foot in front of other without stepping off; distance travelled____

____arms relaxed at sides
____arms held up and/or out for balance (-)
____does not have excess body motion
____steps off without help

G. Sits down and stands up using small chair

____sits down without help
____stands up without help

H. Sits down and stands up from floor

____sits down without help
____stands up without help

Comments

I. Bends to floor and returns to stand

____bends over, picks up objects and returns to upright position without help and without falling

J. Steps down from 1 foot height

____steps off 1 foot high platform without help

K. Runs

____runs without help; distance travelled____
____runs so there is a momentary period where both feet are not in contact with floor in each stride
____runs with even stride/short and wide steps (-); distance travelled____
____runs with heel to toe weight transfer
____arms swing back and forth rhythmically
____arms bent/straight (-)
____arms held up and/or out for balance

II. Climbing

A. Climbs stairs

1. Up
____climbs without help
____feet alternate/mark time (-)
____does without using hand rail

2. Down
____climbs without help
____feet alternate/mark time (-)
____does without using hand rail

B. Steps on rungs of ladder

____does while ladder is lying flat on floor without help
____feet alternate/mark time (-)
____does with ladder placed on incline without help
____feet alternate/mark time (-)

C. Climbs upright ladder

1. Up
____feet alternate/mark time (-)

Comments

2. Down
____feet alternate/mark time (-)

III. Ball Skills

A. Holds onto 8" ball with 2 hands

____does without help; time length held____
____does while sitting
____does while standing/walking

B. Picks up 8" ball from floor

____does without help
____holds and walks with ball; time length held ____

C. Drops 8" ball into box

____does without help

D. Holds and pushes 8" ball away from chest

____does without help
____extends arms before releasing

E. Holds small ball in one hand while standing

____does without help; time length held____

F. Picks up small ball from floor

____does without help
____holds and walks with ball; time length
held____

G. Tosses small ball

____releases ball underhand/overhand/drops ball (-)
____uses same hand; hand used____
____does without help

H. "Kicks" stationary ball by contacting it with foot

____pushes ball with one foot; foot used____
____walks through ball; no real awareness (-)

I. "Catches" and holds onto 8" ball

____accepts ball guided/gently tossed into body
____watches ball
____holds onto ball

Comments

IV. Play Equipment

A. Sits on push toy and pushes with feet

____ sits on push toy without help
____ holds on with hands without help
____ moves forward without help
____ moves backwards without help

B. Pushes or pulls moving toy

____ pushes toy with handle using two hands; distance pushed____
____ pulls toy with string; distance pulled____

C. Swings

____ sits on swing without help
____ accepts being pushed
____ climbs on seat without help
____ climbs off seat without help

D. Slides

____ climbs up without help
____ slides down without help; size of slide _____

E. Uses see saw

____ accepts sitting on moving see saw without help
____ climbs on seat without help
____ climbs off seat without help

F. Uses tricycle

____ sits on stationary cycle without help
____ accepts sitting on moving cycle without help
____ climbs on without help
____ climbs off without help
____ keeps feet on pedals of moving cycle without help
____ holds onto handle bars without help
____ pushes pedals without help

V. Disequilibrium Equipment

A. Sits on rocking board

____ accepts being rocked without climbing off
____ holds on and/or leans body to stop from sliding off

Comments

B. Lies on stomach on rocking board

____accepts being rocked without climbing off
____holds on and/or leans body to stop from sliding off

C. Accepts being on trampoline

____creeps on trampoline mat without help
____walks on trampoline mat without help
____accepts being bounced in prone/supine position(s)
____accepts being bounced in sitting/creeping position(s)
____accepts being bounced in standing position
____bounces in standing position with/without holding on

VI. Interaction skills

____accepts and responds to interactions initiated by adult
____initiates interactions with adult
____accepts peer playing along side/shows interest in peer
____accepts/responds to interaction initiated by peer

GROSS MOTOR ASSESSMENT--Level II

Name_____ M F Age____Date_____

* (-) indicates performance less than mature or incorrect
** marks time-both feet are placed on each step or in each space
# when two or more phrases are separated by (/), circle appropriate one(s)

I. Balance

Comments

A. Walks on 9" wide walking board

1. Forward
____walks entire length without stepping off
____uses arms to maintain balance (-)
____arms remain relaxed at sides
____has excess body motion (-)

2. Backwards
____walks entire length without stepping off
____uses arms to maintain balance (-)
____arms remain relaxed at sides
____has excess body motion (-)

3. Raised
____walks with/without help
____uses arms to maintain balance (-)
____arms remain relaxed at sides
____has excess body motion (-)

B. Walks on 4" wide balance beam

1. Forward
____steps on without help
____walks entire length without stepping off;
distance travelled____
____walks placing one foot in front of other
____walks using small/large steps
____arms relaxed/up and out for balance (-)
____has excess body motion (-)
____steps off at end without help

2. Backwards
____steps on without help
____walks entire length without stepping off;
distance travelled____
____walks placing one foot behind other
____walks using small/large steps
____arms relaxed/up and out for balance (-)
____has excess body motion (-)
____steps off at end without help

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Comments

C. Steps into spaces of ladder lying on floor

1. Forward
____does without touching rungs
____feet alternate/mark time (-)

2. Backwards
____does without touching rungs
____feet alternate/mark time (-)

D. Stands on one foot

1. Preferred foot____
length of time____
____has excess motion and/or clamps non-support leg against support leg (-)

2. Non-preferred foot____
length of time____
____has excess motion and/or clamps non-support leg against support leg (-)

E. Crosses midline of body using cross over step

____starts with feet on same side of rope
____steps across rope alternating feet
____steps next to rope, toes pointing straight ahead
____maintains balance

II. Climbing

A. Climbs stairs

1. Up
____feet alternate/mark time (-)
____does without using hand rail

2. Down
____feet alternate/mark time (-)
____does without using hand rail

B. Climbs ladder

1. Up
____feet alternate/mark time (-)

2. Down
____feet alternate/mark time (-)

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Comments

III. Play Equipment

A. Climbs on jungle gym

____does without help; height climbed____

B. Plays on swing

____pushes with feet (-)
____pumps legs

C. Plays on see saw

____stays seated when his end is raised
____accepts up and down movement
____pushes with feet to raise his end

D. Plays on slide

____climbs up without help
____slides down without help

E. Rides tricycle

____keeps feet on pedals
____pushes pedals
____steers

F. Rides bike

____does with training wheel
____maintains balance without training wheels
____steers
____uses brakes

IV. Locomotor and Body Projection

A. Runs

____runs so there is a momentary period where both feet are not in contact with floor in each stride
____runs with even stride
____runs with heel to toe weight transfer
____arms are bent/straight (-)
____aims swing back and forth rhythmically

B. Slides

1. preferred lead____
____moves sideways with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each-step-close step cycle

Comments

2. non-preferred lead____
____moves sideways with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close-step cycle

C. Gallops

1. preferred lead____
____faces direction travelling with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close-step cycle

2. non-preferred lead____
____faces direction travelling with uneven rhythm
____has step-close-step action
____has momentary period where both feet are off of floor in each step-close-step cycle

D. Skips

____gallops (-)
____lame duck skip (-)
____has step-hop pattern
____has smooth, uneven rhythm
____feet recover close to floor
____arms relaxed and swing freely at sides in opposition to legs

E. Jumps off 2 foot high raised platform

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)

F. Jumps over stationary rope

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle

G. Jumps over moving rope

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)

Comments

____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle

H. Jumps over series of stationary obstacles

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward and/or up at take off
____uses arms for balance only (-)
____jumps just high enough to clear obstacle
____has continuous rhythm

I. Performs standing long jump

____takes off from two feet/one foot (-)
____lands on two feet/one foot (-)
____falls when landing (-)
____swings arms forward at take off
____extends arms/body forward at take off
distance jumped____

J. Performs hop scotch

____has two feet-one foot-two feet pattern
____remains within boxes

K. Hops

1. Preferred foot____
non-support leg position: ____in front of support leg
____behind support leg
____uses non-support leg in pumping action
____arms swing in opposition/swing up and/or out (-)
number of consecutive hops____

2. Non-preferred foot____

non-support leg position: ____in front of support leg
____behind support leg
____uses non-support leg in pumping action
____arms swing in opposition/swing up and/or out (-)
number of consecutive hops____

Page 6 Comments

VI. Ball Skills

A. Throws using 2 hand chest pass

____holds ball at chest using 2 hands
____pushes ball away from chest by extending arms
____steps forward and shifts weight forward
____throws to partner so can be caught____feet away

B. Throws overhand with____hand

____cocks hand overhead
____releases ball overhand
____steps forward onto____foot and shifts weight forward
____has body rotation
____has preparatory wind up of throwing arm
____throws to partner so can be caught____feet away

C. Throws underhand with____hand

____has backswing of throwing arm
____releases ball underhand
____steps forward onto____foot and transfers weight forward
____throws to partner so can be caught____feet away

D. Rolls ball with____hand

____has backswing of throwing arm
____releases ball so it rolls on floor
____steps forward onto____foot and bends knees
____rolls so hits target____feet away

E. Catches ball

____watches ball
____reaches ball with both hands as it comes to body
____catches with hands/traps ball (-)
____catches large/medium/small balls

F. Catches ball not tossed directly to him

____watches ball
____reaches ball with both hands as it comes to body
____catches with hands/traps ball (-)
____catches large/medium/small balls
____moves body in line with tossed ball

Comments

G. Kicks stationary ball with___foot

____takes running/walking approach, 3 steps minimum
____does not pause to kick ball
____makes solid contact with ball; kicks hard

H. Kicks rolling ball with___foot

____takes running/walking approach, 3 steps minimum
____does not pause to kick ball
____makes solid contact with ball; kicks hard

I. Drops and catches large ball using two hands

____drops and catches ball after one bounce

J. Dribbles ball

1. preferred hand____
____dribbles in place
____dribbles while walking/running
____keeps ball under control, no higher than chest level
____hand pushes ball down to floor

2. non-preferred hand____
____dribbles in place
____dribbles while walking/running
____keeps ball under control, no higher than chest level
____hand pushes ball down to floor

K. Using whiffle bat, bats___handed

____has parallel stance
____swings bat so arms extended at contact
____follows through with bat
____transfers weight onto forward foot
____makes solid contact with ball
____hits medium/small ball off batting tee
____hits medium/small ball tossed underhand

L. Uses plastic hockey stick and puck

____can hit puck to partner
____stops puck hit to him
____dribbles puck

M. Shoots basketball

____uses 2 hand/1 hand shoot
____makes lay ups
____makes set shots

Comments

VII. Trampoline

____bounces on feet remaining on cross +
____performs check bounce (bounce and stop)
____bounces on knees
____performs knee drop
____performs seat drop
____performs 4 point (hands and knees) drop
____performs front drop
____performs 1/4, 1/2, 3/4, full turns
____performs tuck/pike/straddle bounce
performs stunt combinations:

VIII. Interaction skills

____accepts/responds to adult initiated interactions
____initiates interactions with adult
____accepts/responds to peer initiated interaction
____initiates interactions with peers
____plays parallel/cooperatively/competitively

GROSS MOTOR ASSESSMENT--Level III

(assess skills in Level II, then assess game concepts)

IX. Game Concepts — Comments

A. Kickball/baseball

____knows names of bases
____runs bases in correct order, touching each base
____hits ball and runs to first base
____understands concepts of "safe" and "out"
____runs to next base when another player hits ball
____knows when to advance more than one base without being put out
____understands concept of foul ball
____understands concepts regarding caught fly ball: hitter is out/base runners must tag up at original base
____knows how to field ball and throw to baseman to get runner out
____knows how to play first base

B. Soccer/floor hockey/basketball

____understands how to shoot for goal and score points
____passes ball/puck to teammate appropriately
____will retrieve loose ball/puck
____receives pass and shoots for goal
____understands concept of player-to-player defense against opponent
____understands difference between defending own goal and attacking opponent's goal